



# *Michigan Student Database System (MSDS)*

## Collection Details Manual

**NOTE: This draft document has been updated to be applicable for the 2011-2012 school year collections. However, it has not completed final proofing.**

## 2011-2012 School Year

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## Table of Contents

<b>Introduction.....</b>	<b>12</b>
Background.....	13
Uses of MSDS Data .....	14
Getting Started.....	14
The Educational Entity Master (EEM).....	14
Browser and Other Technical Requirements.....	15
Obtaining Access to the MSDS .....	15
Subscribing With an SSO Account .....	15
Submitting a Security Agreement Form.....	15
Changing an SSO Password .....	16
Accessing the Educational Entity Master (EEM).....	16
Getting Assistance with Data Submissions .....	16
<b>C<sup>3</sup>: Characteristics, Components, Collections.....</b>	<b>18</b>
Certification: The Fourth C .....	19
FTE Conflict Resolution .....	20
Decertification.....	21
System Expectations: Required, Conditional and Optional .....	22
Required .....	22
Conditional .....	24
Optional.....	26
How to Enter Data .....	27
How to Get Help.....	27
<b>2011-2012 School Year Collection Matrix .....</b>	<b>28</b>
<b>Business Rule Spreadsheets .....</b>	<b>30</b>
<b>2011-2012 School Year Collection Timelines.....</b>	<b>31</b>
<b>Overview of MSDS Collections.....</b>	<b>34</b>
Request for UIC Collection .....	35
Components.....	35
Whom Do We Report? .....	35
When Do We Report? .....	36
Early Roster Collection .....	36

Components.....	37
Whom Do We Report?.....	38
When Do We Report? .....	38
General Collections .....	39
<i>2011 Fall General Collection</i> .....	39
Components .....	39
Whom Do We Report?.....	40
When Do We Report?.....	43
<i>2011 Spring General Collection</i> .....	44
Components .....	44
Whom Do We Report?.....	45
When Do We Report?.....	46
<i>2011 End-of-Year (EOY) General Collection</i> .....	47
Components .....	47
Whom Do We Report?.....	48
When Do We Report?.....	49
<i>2011 Special Education Child Count Collection</i> .....	50
Student Record Maintenance Collection .....	51
Components.....	51
Whom Do We Report?.....	52
End-of-Summer Snapshot.....	52
Primary Education Providing Entity (PEPE) Changes .....	52
Submit Enrollment Records Between General Collections .....	52
Submit Exit Records .....	52
Update Student Demographics/Program Data .....	53
When Do We Report? .....	53
<i>Supplemental Nutrition Eligibility Collection</i> .....	54
Early Childhood Collections .....	55
Components.....	56
Whom Do We Report?.....	56
When Do We Report? .....	56
<i>NEW Teacher Student Data Link Collection</i> .....	58
Components.....	58
Whom Do We Report?.....	58

When Do We Report? .....	60
<b>Component and Characteristic Details .....</b>	<b>61</b>
Adult Education Component .....	62
Characteristic Table.....	62
Component Validation Rules .....	62
Characteristic Details .....	65
Adult Ed Funding.....	66
Adult Ed Count Period.....	68
Adult FTE .....	69
Adult FTE Program Code .....	71
Diploma Status.....	75
Advanced Accelerated Component .....	77
Characteristic Table.....	77
Component Validation Rules .....	77
Characteristic Details .....	80
Program Model .....	81
Special Program Options .....	83
Attendance Component .....	86
Characteristic Table.....	86
Component Validation Rules .....	86
Characteristic Details .....	90
Days Attended.....	91
Total Possible Attendance.....	92
Disciplinary Consequence Component RETIRED .....	94
Characteristic Table.....	94
Disciplinary Incident Component RETIRED .....	95
Characteristic Table.....	95
Characteristic Table.....	96
Characteristic Details .....	102
Incident ID .....	104
Date of Incident .....	106
Incident Type .....	108
NEW Serious Bodily Injury .....	111
NEW Sexual Assault.....	113

NEW Initial Consequence.....	115
NEW Initial Days.....	118
NEW Initial Start Date.....	120
NEW Secondary Consequence .....	122
NEW Secondary Days .....	125
NEW Secondary Start Date .....	127
NEW Other Consequence .....	129
NEW Other Days .....	132
NEW Other Start Date .....	134
Follow Up .....	136
Early Childhood Programs Component.....	138
Characteristic Table.....	138
Component Validation Rules .....	139
Characteristic Details .....	143
Fiscal Entity Type Code.....	145
Fiscal Entity Code.....	146
School Facility Number .....	148
Early Childhood Program .....	150
Early Childhood Program Start Date .....	153
Early Childhood Delivery Method.....	155
Early Childhood Delivery Schedule .....	157
Early Childhood Program End Date .....	160
Early Childhood Program Exit Reason.....	162
Early Childhood Special Education Assessment Component .....	164
Characteristic Table.....	164
Component Validation Rules .....	165
Characteristic Details .....	166
Assessment Tool .....	167
Other Tool Comments.....	171
Entry Assessment Date .....	172
Exit Assessment Date .....	174
Outcome 1A.....	176
Outcome 1B .....	178
Outcome 2A.....	180

Outcome 2B .....	182
Outcome 3B .....	186
<b>Entity Demographics Component RETIRED.....</b>	<b>188</b>
Characteristic Table.....	188
NEW Enrollment Component .....	190
Characteristic Table.....	190
Characteristic Details .....	192
Enrollment Date.....	193
Enrollment Type .....	195
District Exit Status.....	196
District Exit Date .....	203
Exit Type.....	205
<b>Fiscal Entity Component RETIRED .....</b>	<b>206</b>
Characteristic Table.....	206
General Education FTE .....	207
Component Validation Rules .....	207
Characteristic Details .....	209
General Education FTE.....	210
Homeless Demographics Component .....	212
Characteristic Table.....	212
Component Validation Rules .....	212
Characteristic Details .....	214
Primary Nighttime Residence .....	215
Unaccompanied Youth Status.....	217
Initial IEP Component.....	218
Characteristic Table.....	218
Component Validation Rules .....	219
Characteristic Details .....	222
Date of Parental Consent .....	223
Timeliness of Initial IEP .....	225
Result of Initial IEP .....	228
Days Beyond Timeline .....	230
Limited English Proficiency (LEP) Component .....	232
Characteristic Table.....	232

Component Validation Rules .....	233
Definition of Limited English Proficient.....	235
Characteristic Details .....	236
LEP Funding Participation.....	237
LEP Instructional Program .....	239
Primary (Home) Language .....	242
LEP Exit Reason.....	244
LEP Exit Date .....	246
LEP Re-Entry Date .....	248
NEW Membership Component .....	250
Characteristic Table.....	250
Component Validation Rules .....	250
Characteristic Details .....	251
Date of Count.....	252
Student Residency.....	254
Ten/30-Day Rule.....	259
Migrant Component RETIRED.....	261
Characteristic Table.....	261
Migrant Curriculum Courses Component .....	262
Characteristic Table.....	262
Component Validation Rules .....	263
Characteristic Details .....	265
Subject Area Code .....	266
Course Identifier Code.....	269
Local Course ID .....	271
Local Course Title.....	272
Course Type.....	273
Academic Year .....	275
Course Section .....	276
Term Type.....	277
Clock Hours .....	279
Grade to Date .....	281
Credits Granted .....	283
Final Grade .....	285

Completion Status.....	287
NEW OEAA Assessment Component .....	288
Characteristic Table.....	288
Component Validation Rules .....	289
Characteristic Details .....	290
Math Test Type .....	291
Math Group Code .....	293
Math Research Code 1 .....	294
Math Research Code 2 .....	295
Reading Test Type .....	296
Reading Group Code.....	298
Reading Research Code 1 .....	299
Reading Research Code 2 .....	300
Writing Test Type .....	301
Writing Group Code .....	303
Writing Research Code 1 .....	304
Writing Research Code 2 .....	305
Science Test Type .....	306
Science Group Code .....	308
Science Research Code 1 .....	309
Science Research Code 2 .....	310
Social Studies Test Type.....	311
Social Studies Group Code .....	313
Social Studies Research Code 1.....	314
Social Studies Research Code 2.....	315
English Language Arts (ELA) Test Type .....	316
English Language Arts (ELA) Group Code.....	318
English Language Arts (ELA) Research Code 1 .....	319
English Language Arts (ELA) Research Code 2 .....	320
Personal Core Component.....	321
Characteristic Table.....	321
Component Validation Rules .....	322
Characteristic Details .....	323
Unique Identification Number .....	324

Last Name .....	326
First Name.....	327
Middle Name .....	328
Last Name Suffix .....	329
Date of Birth .....	330
Multiple Birth Order .....	332
Gender.....	334
Personal Curriculum Component .....	335
Characteristic Table.....	335
Characteristic Details .....	337
Personal Curriculum Credit Modification.....	338
Personal Curriculum Type .....	341
Personal Demographics Component .....	343
Characteristic Table.....	343
Component Validation Rules .....	344
Characteristic Details .....	346
Resident LEA Number.....	347
Student Resident County.....	349
Country of Birth.....	350
Year of Entry .....	352
Street Address .....	354
Street Address 2 .....	355
City.....	356
State .....	357
ZIP Code .....	358
Ethnicity.....	359
Phone Number .....	361
Program Participation Component .....	362
Characteristic Table.....	362
Component Validation Rules .....	362
Characteristic Details .....	365
Program Eligibility Participation .....	366
NEW School Demographics Component .....	370
Characteristic Table.....	370

Component Validation Rules .....	370
Characteristic Details .....	372
Operating ISD/ESA Number .....	373
Operating District Number .....	374
School Facility Number .....	376
Local Student Identification Number.....	378
Student Grade or Setting.....	379
NEW Specialized Shared Educational Entity (S2E2) Code .....	383
Supplemental Nutrition Eligibility (SNE) Component.....	385
Characteristic Table.....	385
Component Validation Rules .....	385
Characteristic Details .....	388
Supplemental Nutrition Eligibility.....	389
Special Education Component.....	393
Characteristic Table.....	393
Component Validation Rules .....	394
Characteristic Details .....	401
Primary Disability .....	402
Secondary Disability .....	404
IEP Date .....	406
Support Services .....	409
Program Service Code .....	413
Primary Educational Setting .....	416
Special Education Exit Reason .....	424
Special Education Exit Date .....	426
Placed by Another District IEP .....	428
Section 52 FTE (Special Education).....	431
Section 53 FTE (Special Education).....	434
NEW Student Course Component.....	437
Coming Soon! .....	437
Student Record Maintenance (SRM) Component .....	438
Characteristic Table.....	438
Component Validation Rules .....	438
Characteristic Details .....	439

As of Date .....	440
Submitting Entity Component.....	442
Characteristic Table.....	442
Component Validation Rules .....	442
Characteristic Details .....	443
Submitting Entity Type Code .....	444
Submitting Entity Code.....	446
Title I TAS Component .....	448
Characteristic Table.....	448
Component Validation Rules .....	449
Characteristic Details .....	450
TAS Instructional Services .....	451
TAS Support Services.....	453
<b>Appendix.....</b>	<b>455</b>
Appendix A: U.S. Postal Service Abbreviations.....	456
Appendix B: Michigan County Codes.....	460
Appendix C: Michigan OSEP Summary Data Collection Form For 3 – 5 Year Olds .....	461
<b>Definitions.....</b>	<b>463</b>
<b>Table of Characteristics .....</b>	<b>477</b>
<b>Version History .....</b>	<b>478</b>
Key .....	478
Changes from 2010-2011 school year.....	478
2010-2011 Version History .....	479

## **Introduction**

The Center for Educational Performance and Information developed the Michigan Student Data System (MSDS) to keep up with the changing demand and uses for student data. Authorized users will utilize the MSDS for the collection of student-level data for state and federal reporting, as well as for allocations. MSDS interacts with other State of Michigan data applications, improving tracking, consistency and accountability, as well as reducing data duplication.

The MSDS is extremely flexible, offering users the opportunity to develop data reporting procedures that work for their individual situations. With that flexibility comes a much larger set of reports and data quality tools. The MSDS incorporates functions previously provided by the Single Record Student Database (SRSD) Error Check application and Administrative Data Reports (ADR). As the MSDS is a Web-based application, there is no need to download and store a separate Error Check application to your local computer. The MSDS will continue to grow and improve as we receive feedback from users and identify new ways to enhance the system.

One of the driving forces behind the MSDS is the need to collect more detailed and complex student data that the file structure of SRSD did not allow. By moving to an XML file structure, the MSDS is able to collect multi-valued data for students. For example, the record for an adult education student participating in two programs can now contain two unique Adult Education components: one for each program. We have also standardized codes to allow better connectivity to other state and federal systems.

We have designed this document as a guide to the MSDS collections expected for the 2011-2012 school year. It is separated into sections which cover general MSDS information, specific collections, component and characteristic descriptions and appendix documents. CEPI will not create separate manuals for each individual collection. We will release new versions or addendums to this document with any necessary updates. The **Version History** section will list all revisions or addendums we publish during the current school year. Within this text we will identify changes using the following methods:

Type of Change	Method	Definition
Clarification	<b>Highlighted text</b>	Re-wording or addition of text to improve understanding; this type of edit does not change the meaning or definition.
Removal	<b>Strike through</b>	Deletion of part or all of text to indicate a change in the meaning or definition.
Addition	<b><u>Underlined, red text</u></b>	Addition of text to indicate a change in the meaning or definition or new requirements to existing collections, components or characteristics.
New	<b>"NEW"</b> in red text at the beginning of the section	Addition of a new characteristic, component or collection.

We recommend that district users regularly refer to the CEPI Web site ([www.mi.gov/cepi](http://www.mi.gov/cepi)) and updated postings of this document for the most up-to-date information about specific collection and data requirements. We also recommend that users watch the "What's New" section on the MSDS home page and that they subscribe to the appropriate listserv to receive notifications from CEPI. You will find information about available listserv services and instructions for subscribing on the CEPI Applications page of the CEPI Web site.

Training materials are available on the MSDS page of the CEPI Web site. From the left navigation bar, click on "CEPI Applications," and then click on "Michigan Student Data System." Look in the sections titled "Training Tools" and "Resources." Information about system security and recent communications, along with links to individual data collections, are also located on this page.

## **Background**

The MSDS is one of several data collection systems managed by CEPI. CEPI is an office located within the Michigan Department of Technology, Management and Budget (DTMB), Office of the State Budget and is responsible for the collection and reporting of data about Michigan's pre-kindergarten through 12th-grade (PK-12) public schools and students.

Michigan's public schools (PK-12) are required by state and federal laws to collect and report data about students, personnel and individual schools. On behalf of state agencies that must provide reports to the state legislature and/or the federal government, CEPI coordinates the data collections with intermediate school districts (ISDs), local education agencies (LEAs) and public school academies (PSAs).

State agencies such as the Department of Education, the Department of Energy, Labor and Economic Growth and others provide CEPI with the specifications about the data that are required by state and federal laws, including data definitions. To ensure greater accuracy of the data definitions used by district staff members, CEPI established the Data Definition Review Group comprising officials from the various state departments. This group's purpose is to provide a formal process for determining the specifications of each data element that districts are required to submit. This includes adding, editing and eliminating data fields and definitions. The Data Definition process begins in January for the subsequent school year to ensure that any changes can be published approximately six months in advance of a particular collection.

Once the data requirements have been finalized, CEPI works with the DTMB Agency Services (AS) to develop, edit or eliminate each data element specification and accompanying business rules. After AS has completed the changes to the MSDS, CEPI communicates this information to the MSDS authorized users. Current information about collections and data requirements is posted to the MSDS page on the CEPI Web site. To access this information, go to [www.michigan.gov/cepi](http://www.michigan.gov/cepi). From the left navigation bar, click on "CEPI Applications," and then click on "Michigan Student Data System."

## **Uses of MSDS Data**

School district authorized users submit the data, which include information about individual students such as age, gender, race/ethnicity and program participation, via the MSDS. CEPI and the Michigan Department of Education (MDE) then use the collected data to meet the reporting requirements of the federal *No Child Left Behind Act of 2001* and other state and federal laws. For instance, MSDS data is used to determine adequate yearly progress (AYP), state aid payments and accreditation.

Local districts and public school academies are responsible for maintaining student data at the individual level. CEPI does not specify any particular software for maintaining student data. However, a list of commercial vendors who provide student information management software is available by [clicking here](#).

## **Getting Started**

### **The Educational Entity Master (EEM)**

The EEM is an essential component for school and student data submission. It is the state's official directory of educational entity information. We use EEM entity code numbers to link all education data sets, including the MSDS.

LEAs, PSAs and ISDs should update the EEM whenever district, school or other entity information changes. Nonpublic schools and unique education providers such as early childhood providers should also ensure that the EEM information is kept up to date. Updates include changes in the name of a school, contact information (e.g., administrator, address, area code, e-mail address), grade-range adjustments, as well as requests for new entity numbers and closings of schools, unique education providers, or non-instructional ancillary facilities.

**We highly recommend that ISD, LEA and PSA districts verify their EEM data before each data submission.** When EEM records are out of date, data submission can be more difficult. With accurate EEM records, you will better manage your data and achieve more timely submissions.

Each ISD, LEA and PSA should have at least one authorized user for the online EEM. To identify the currently authorized users for the online EEM for your district, send an e-mail request to [cepi@michigan.gov](mailto:cepi@michigan.gov).

For more information about accessing the EEM, please refer to the EEM section of the CEPI Applications Web page on the CEPI Web site ([www.michigan.gov/cepi](http://www.michigan.gov/cepi)).

## **Browser and Other Technical Requirements**

Please refer to the MSDS Technical Document located on the CEPI MSDS Web page or by clicking [here](#).

## **Obtaining Access to the MSDS**

Obtaining MSDS access is a two-step process:

1. Individuals must first subscribe to the application through their Single Sign-On (SSO) accounts.
2. Individuals must send the appropriate security agreement form ([Public schools](#) and [Nonpublic schools](#)) to CEPI, signed by the user and the entity lead administrator. These forms are posted in the Security section of the MSDS Web page.

You will receive access to the application when both of the above steps have been completed and verified by CEPI. For more detailed information, please refer to the [Single Sign-On User's Guide](#) and security forms posted in the Security section of the MSDS Web page.

### **Subscribing With an SSO Account**

**Note:** If you do not already have an SSO account, you may register for one online at <https://sso.state.mi.us/> by clicking the "Register" button and following the on-screen directions. For more detailed information, please refer to the [Single Sign-On User's Guide](#) posted in the Security section of the CEPI Michigan Student Data System Web page.

To request access to the MSDS, log in to the SSO application at <https://sso.state.mi.us/> and follow these steps:

1. Click the "Subscribe to Applications" link in the bottom left-hand corner of the screen. You should see a new screen with drop-down menus.
2. Select "CEPI" in the first drop-down and "Michigan Student Data System (MSDS)" in the second.
3. Click "Next". You will see a subscription page for the application. Review the information and click "Confirm".
4. You will receive a confirmation message (both on the screen and by e-mail) stating your subscription request was submitted successfully. If you have not already done so, you should now fax your signed security form to CEPI.

### **Submitting a Security Agreement Form**

In order to complete your access you must submit a signed MSDS security agreement.

To download a copy of the security agreement, click on the appropriate link for [Public schools](#) or [Nonpublic schools](#), or follow these steps:

1. Click on "CEPI Applications" from the CEPI home page [www.michigan.gov/cepi](http://www.michigan.gov/cepi).
2. Click on "Michigan Student Data System" on the left navigation bar.
3. In the Security Box, click on "MSDS Security Agreement".
4. Follow the instructions on the security form and fax the completed form to CEPI at 517-335-0488.

## **Changing an SSO Password**

To change an SSO password:

1. Go to <https://sso.state.mi.us/>.
2. Enter your SSO login ID and password. (Password is case sensitive.)
3. Click on "Account Maintenance".
4. Click on "Change My Password".
5. Note: After you create an SSO account, only you can update the account information. If your e-mail address or telephone number changes, be sure to log in to the SSO site and edit your account. If you do not remember your password, please go to the login page, enter your SSO ID and click the "I Forgot My Password" link.

For more detailed information, please refer to the [Single Sign-On User's Guide](#) posted in the Security section of the CEPI Michigan Student Data System Web page.

## **Accessing the Educational Entity Master (EEM)**

As noted previously, accurate records in the EEM are critical to a district's data submission. We recommend that each district verify these records prior to each data submission. Each district should have at least one authorized EEM user. Please refer to the [CEPI Educational Entity Master](#) Web page and the [EEM User's Guide](#) for more information.

To access the EEM (authorized users only):

1. Log in to the SSO application at <https://sso.state.mi.us/>
2. You should see a link for the Educational Entity Master in the Applications Portal which will take you to the application.

## **Getting Assistance with Data Submissions**

The CEPI Web site contains the most up-to-date information about MSDS data collections. Please go to [www.michigan.gov/cepi](http://www.michigan.gov/cepi) and click the "CEPI Applications" button and then click "Michigan Student Data System" for information specific to the MSDS. This page includes

training tools, communications, security information, and general MSDS resources. Users can also click a collection name in the MSDS Data Collections section for detailed information including XML schemas and sample files for that collection.

If you are an entity authorized user and are having technical difficulties submitting data to CEPI, please send an e-mail message to CEPI customer support at [cepi@michigan.gov](mailto:cepi@michigan.gov) or call 517-335-0505 and follow the prompts. Please provide your name, district/entity code, district/entity name, CEPI application name, your telephone number (including area code and extension), your e-mail address and your specific questions.

Refer questions related to the content of the data (data definition issues, for example) to the State of Michigan contact person for the data field. You can find this information in the **Characteristics Details** section of this document.

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## C<sup>3</sup>: Characteristics, Components, Collections

### Characteristics

- Fields (data elements) associated with a student
- Each characteristic may only be included in one component
- Characteristics may be multi-valued (occurring more than once in the component)

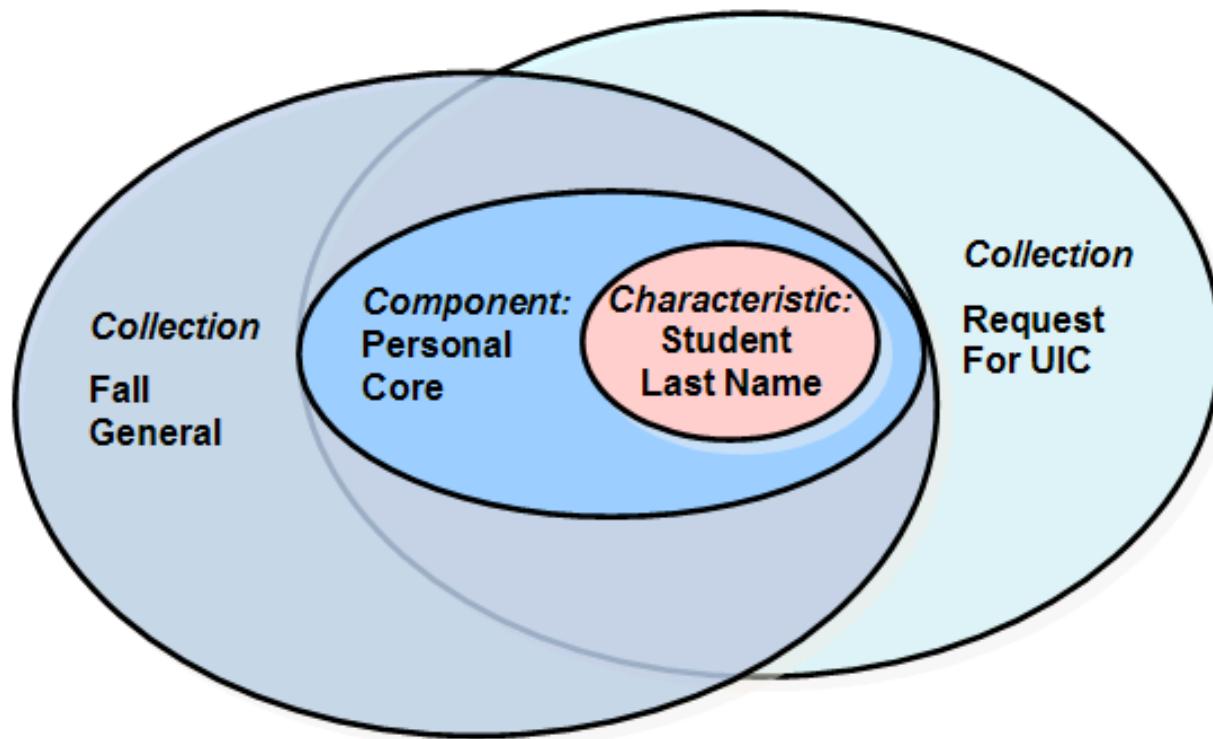
### Components

- Logical groupings of characteristics
- Allow groups of characteristics to be conditionally required
- Components may be included in multiple collections
- Components may be multi-valued (occurring more than once in a collection)

### Collections

- A set of components submitted for a particular purpose within a particular timeframe

## C<sup>3</sup> - Example



## **Certification: The Fourth C**

### *Assuring Data Quality*

*Certification is the process wherein a responsible authorized MSDS user reviews and approves data within a given collection, indicating that to the best of his/her knowledge the data are accurate and complete. This process includes the opportunity for the user to review data and/or summary reports. The act of "certifying" a collection officially submits the data on behalf of the superintendent/administrator to CEPI for that collection.*

- **Quality Review** – Last step in the "error check" process
- **Reports Review** – Confirm that the data are accurate
- Certification **officially submits data** to CEPI.
- By clicking the certification check box, the user is confirming "**that this information is valid and correct to the best of my knowledge**" on behalf of the superintendent/administrator.
- Collection Certification may be one of three types:
  - Certification Not Applicable (e.g., Request for UIC) – the collection is not certified
  - Ongoing Certification (e.g., Student Record Maintenance) – the collection is open throughout the school- year and certification can occur at any time
  - Single Certification (e.g., Fall General) – there is a deadline for the collection and the certification window will close as of a specified date
- **Decertification** allows for corrections
  - Prior to the collection deadline, user can decertify without CEPI approval
  - After collection deadline, user must have CEPI approval (resubmission request)

As part of the SRSD submission process, CEPI provided users with a stand-alone application called "Error Check." This application allowed users to complete basic file validation and access a small set of reports. With MSDS, the system provides several built-in layers of data validation and quality-check functions.

When a user uploads a data file to the system, the MSDS automatically checks the file against the schema requirements. If the file does not meet these basic criteria, the system will not process it and will not transfer it into the data Staging Area. The MSDS no longer allows invalid data to

be entered into the system to be corrected later. This step further supports efforts in [Building a Culture of Quality Data](#).

For more information about XML and schema validation, please refer to the [MSDS Technical Document](#) located on the CEPI MSDS Web page. (*NOTE: The World Wide Web Consortium (W3C) is the ultimate authority on XML data types. All collection schemas will reference the W3C definitions for the base data types. Please reference the appropriate collection schema and the W3C to ensure a valid file submission.*)

After you have successfully uploaded a file and it has passed the initial file-validation checks, the data are processed into the Staging Area where they go through additional record-level validation to check for data accuracy. These checks look at component and characteristic business rules as well as Unique Identification Code (UIC) matching. The system generates error, warning and resolution messages when a business rule is not followed. (Please refer to the "Training Tools" and "Resources" sections of the [CEPI MSDS Web page](#) for more information about how the system functions.)

You must correct student records that have errors and complete all UIC resolution before you can certify your collection. Review warnings to assure that the data submitted are correct. The system generates warnings when the data are outside of the expected parameters for the characteristic, but may still be correct. Warnings will not prevent a collection from being certified.

Once you have resolved all of the student records within the collection and they are error free, you should turn your attention to the reports provided by MSDS to confirm that the data are accurate. For detailed information about UIC resolution, please refer to the [MSDS Training Manual](#). The list of available reports, including a brief description of each, is located in the MSDS Training Manual. District superintendents may choose to have several different people review the data. For example, he or she may ask the special education director or the Title I coordinator to confirm that the data shown in the reports are correct for their respective programs and services. When the assigned people have completed thorough reviews of the data and confirmed that they are correct, then the collection may be certified.

Throughout this process and until the collection is certified, the data are not considered submitted. You may consider the Staging Area, where you can work with your data to prepare them for certification, an extension of your local computer. Although there is no longer an "Error Check" program that can be stored on a local hard drive, each submitting entity has its own Staging Area in which to correct errors and perform other data quality checks.

## FTE Conflict Resolution

The MSDS FTE Conflict Detection report lists all students who were reported by multiple districts with a total full-time equivalency (FTE) greater than 1.00 in the Fall General or Spring General Collections. For instructions on how to complete the FTE Conflict Resolution process, please refer to the [MSDS Training Manual](#). The MSDS searches for potential FTE conflicts in

both the staging areas and certified data of all districts throughout the collection period. The system performs this process on a nightly basis, so it is important to continue to check the FTE Conflict Detection section until the collection is closed.

District users should resolve as many of these FTE conflicts as possible before the collection certification deadline at the end of the seventh week after the legislated pupil membership count day. In the event that the users cannot resolve all of their conflicts, the ISD auditors will complete the process.

## **Decertification**

The MSDS allows district users to correct data errors in certified collections. The decertification process is applicable only to collections that utilize single certification (see "Certification: The Fourth C," above). Users are allowed to decertify without CEPI intervention at any time prior to the certification deadline. This means that as users work on their data, they may certify, decertify and certify again as many times as necessary until the certification window closes. After the certification deadline, users may request that they be allowed to decertify in order to correct data by contacting CEPI customer support. Please refer to the [MSDS Training Manual](#) for detailed instructions for the decertification process.

## System Expectations: Required, Conditional and Optional

The MSDS uses the terms "required," "conditional" and "optional" to identify the system expectations for each component and characteristic. Please note that all the data collected through the MSDS are required for reporting and/or allocation purposes; however, not all data are applicable to every student. Therefore, the system cannot always require each data element. The following information explains what these terms indicate and how they relate to file-level and field-level validation rules.

### Required

Report components marked as required for all students. Within each component included in the students' records, you must report the characteristics marked as required for all students. The MSDS will produce errors if you do not report these data. If a *component* is required, the system will reject the file upon upload if you do not include the component in each student record.

**Component Example:** You must always report the Submitting Entity component. If every student record in a file does not contain a Submitting Entity component, the file will not pass schema (file) validation and will fail to process into the Staging Area.

The screenshot shows the MSDS interface with a 'File Upload Status Details' window open. The window displays various file metadata and validation status. A callout box points to the 'Upload Status' field, which contains 'Failed File Level Validation'. Another callout box points to a detailed error message at the bottom, stating: 'Details about the validation error are shown here. This message shows that the system found something that it didn't expect ('PersonalCore') and then states what it did expect to find ('SubmittingEntity'). This type of message will be shown when a required element is not present or when elements are reported out of the expected order.' A third callout box points to the 'Validation Error' section, which contains the specific error message: 'The element 'Fall2009GeneralCollection' has invalid child element 'PersonalCore'. List of possible elements expected: 'SubmittingEntity''. A 'Close' button is visible at the bottom right of the error message box.

If you are required to report a *characteristic* and you submit the component in which it is included, the system will reject the file upon upload if it is not included.

**Characteristic Example:** You must report the Unaccompanied Youth characteristic anytime you submit the Homeless Demographic component. If you do not report the characteristic, the file will not pass schema (file) validation and will fail to process into the Staging Area.

The screenshot shows the Michigan.gov website for the Center for Educational Performance and Information (CEPI). The left sidebar has a blue header 'MSDS' and a 'Michigan.gov Home' link. The main content area is titled 'File Upload Status Details'. It lists various upload parameters and their values. A callout box highlights an error message: 'The details of this error show that the system has found a record missing an expected element ("UnaccompaniedYouth") within the "HomelessDemographic component."'. An arrow points from this message to a circled validation error message at the bottom: 'Unable to Determine The element 'HomelessDemographics' has incomplete content. List of possible elements expected: 'UnaccompaniedYouth''. A 'Close' button is located below this message.

For detailed information about XML and schema validation, including information about software tools that can be helpful, please refer to the [MSDS Technical Document](#) located on the CEPI MSDS Web page.

## Conditional

You *MAY* be required to report conditional data to the MSDS system for student records under certain conditions. An error will occur when a student record meets the criteria for the inclusion of those data and you have not included the data in the record.

**Example:** *You are required to submit attendance data for all of the students you reported in the End-of-Year (EOY) General Collection AND for any student you reported as exiting from the district in the Fall and Spring General Collections.*

**Component level:** *If you do not submit the Attendance component with a student record in the EOY General Collection, the system will reject the file upon upload.*

The screenshot displays two pages from the Michigan Student Data System (MSDS) illustrating file upload status and validation errors.

**File Upload Status Page:**

Collection	Zip File Name	File Name	Notes	Uploaded Date	Source	Status	Uploaded by User
EOY 2010 General Collection 2009-2010		<a href="#">eoystudentdatacollection2009-2010_sample.xml</a>		10/3/2009 02:58 PM	File Upload UI	Failed File Level Validation	Doris Mann
Fall 2009		<a href="#">GeneralCollection_F</a>		10/3/2009	File	Failed File	Doris Mann

**File Upload Status Details Page:**

Collection: EOY 2010 General Collection 2009-2010  
 File Name: eoystudentdatacollection2009-2010\_sample.xml  
 Stored File Name: eoystudentdatacollection2009-2010\_sample-10-3-2009 3-10-53 PM-Doris Mann.xml  
 Notes:  
 Upload Date: 10/3/2009 3:18:00 PM  
 Upload Source: File Upload UI  
 Upload Status: Failed File Level Validation  
 Status Description:  
 Uploaded By: Doris Mann  
 Submitting System Name:  
 Submitting System Version:  
 Submitting System Vendor:

Because the component Attendance is required and is missing, this file has failed file-level validation and has not been processed into the Staging area.

Records Contained: Unable to Determine  
 Validation Error: The element 'EOY2010GeneralCollection' has incomplete content. List of possible elements expected: 'ProgramParticipation, Person, Curriculum, HomelessDemographics, LEP, Advance, Accelerated, Migrant, TitleTAS, AdultEducation, IndividualIEP, SpecialEducation, DisciplinaryIncident, DisciplinaryConsequence, Attendance'.

**Characteristic level:** If you submitted a student record with the Limited English Proficient (LEP) Component that includes an LEP Exit Date and the characteristic LEP Exit Reason is missing, the system will generate a record-level validation error. Record-level validation errors will not prevent a file from passing file validation and loading student records into the Staging Area.

Michigan.gov Home | CECI Home | User Guide | Help | Contact CECI | Glossary | Log Off

Profile: Super User | A- | A+

**Staging Area Maintain**

Validated with Errors.

\* = Required

Submitting Entity: St. Louis Public Schools (29100)  
Collection: Fall 2009 General Collection 2009-2010  
PEPE District:

Is PEPE District Accountable?:  
PEPE Building:  
Is PEPE Building Accountable?:

\*Last Name: DUCK  
Last Name Suffix:  
Middle Name:  
\*First Name: DAFFNY  
\*Date of Birth: 6/17/1993  
\*Gender: F - Female  
Multiple Birth Order: 0  
\*UIC: 5795130913

Submit | Cancel | Select Component | Add Component

Entity Demographics | Personal Demographics | Program Participation | **LEP**

\*LEPFundingParticipation:  6841-Title III Limited English Proficient Program  
 6842-Title III Immigrant Education Program  
 6843-Section 41 - Pupils of Limited English Ability  
 6844-Locally funded English Acquisition Program

Errors:

Component	Characteristic	Error Description	Error Details
LEP	LEP Exit Reason	If LEP Exit Date is supplied, you must supply LEP Exit Reason.	The LEP Exit Reason is blank and LEP Exit Date is 09/10/2009.

Items per page: 10 | Page 1 of 1 | Excel | Export

LEP Exit Reason:   
LEP Exit Date:   
LEP ReEntry Date:

Errors:

Component	Characteristic	Error Description	Error Details
LEP	LEP Exit Reason	If LEP Exit Date is supplied, you must supply LEP Exit Reason.	The LEP Exit Reason is blank and LEP Exit Date is 09/10/2009.

Items per page: 10 | Page 1 of 1 | Excel | Export

Michigan.gov Home | Student Data System Home | Log Off | Help | About Us | Contact CECI

## Optional

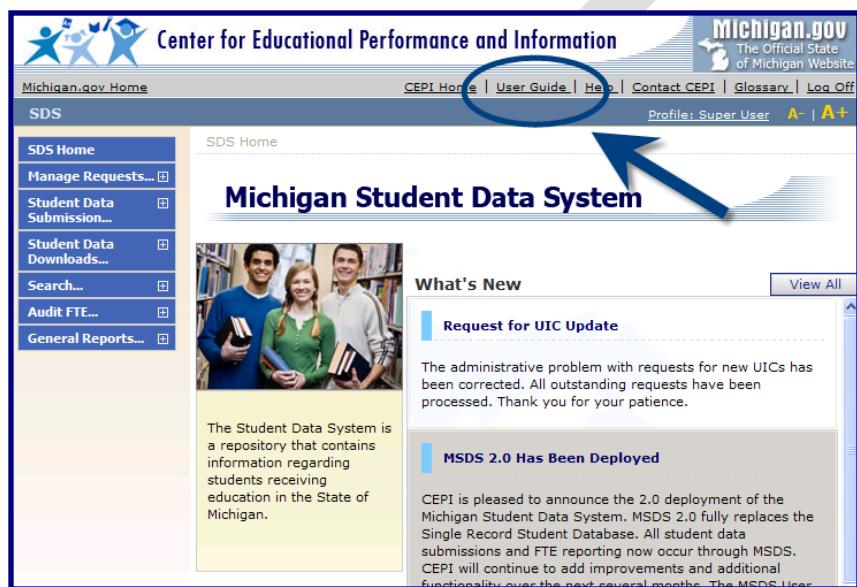
"Optional" indicates that the MSDS cannot determine when or for which students the data are required. This does not mean that if the data are applicable for a given student that you do not have to report the data. The local district user, utilizing his or her local student information system (SIS), must determine when the situation requires optional data to be submitted for a particular student record.

*Example: FTE is optional. The application cannot determine when a student meets all of the criteria to be counted in a district's membership for FTE. District users must identify which students to report with the General Education FTE or Special Education components and how much FTE is reported in each FTE characteristic. Users who fail to submit the FTE data when it is applicable will receive no state aid payment for that student.*

**OPTIONAL** does **NOT** mean that you do not have to report the data when they are applicable to the student. It means that the **MSDS** cannot determine when or for which students the data are **REQUIRED**. It is up to the reporting entity to identify when the data must be reported, based on program requirements.

## How to Enter Data

The MSDS allows you to add data to the collection Staging Area either by a file upload or by manual entry. The system will only accept extensible markup language (XML) files for upload. A copy of the XML schema and a sample XML file for each collection are available on the corresponding MSDS collection page of the CEPI Web site. Please refer to the MSDS Training Manual and the MSDS Technical Document for more details about MSDS file requirements and general instructions for using the system. You can access the Training Manual through the MSDS by clicking the "User Guide" link at the top of the MSDS application:



You can also access the MSDS Training Manual directly at the following Web address:

[http://www.mi.gov/documents/cepi/MSDS\\_District\\_User\\_Training\\_Manual\\_298669\\_7.pdf](http://www.mi.gov/documents/cepi/MSDS_District_User_Training_Manual_298669_7.pdf)

Additional training information is available through the MSDS page of the CEPI Web site.  
(<http://www.mi.gov/cepi>)

## How to Get Help

If, after reviewing the available training materials, manuals and other documentation on the CEPI Web site, you still have questions, please contact the CEPI customer support team for assistance via e-mail at [CEPI@michigan.gov](mailto:CEPI@michigan.gov) or call 517-335-0505 and follow the prompts. Please provide your name, telephone number (including area code and extension), entity code or agreement number and district/program name (if applicable) along with your message.

For questions related to a specific program or characteristic that has a Michigan Department of Education (MDE) contact listed, please contact the applicable MDE office.

## 2011-2012 School Year Collection Matrix

The matrix shows if a component is Required (R), Conditional (C), Optional (O) or may not be submitted (blank) for each collection. Components shown with the "+" symbol are multi-valued for the indicated collection. (Multi-valued components may be included more than once per record.)

Components	Collections									
	General Collection			Request for UIC	Student Record Maint. (SRM)	Early Childhood			Early Roster	Teacher Student Data Link (TSDL)
	Fall	Spring	EOY			Fall	Spring	EOY		
Adult Education +	C	C	C		C					
Advanced Accelerated	O	O	O		O					
Attendance	C	C	C		C					
<b>NEW!</b> Discipline +	C	C	C		C					
Early Childhood Programs +						R	R	R		
Early Childhood Special Education Assessment +	O	O	O		O					
Enrollment	R	R	R	O	R					
General Education FTE	O	O	O		O					
Homeless Demographics	C	C	C		C	C	C	C		
Initial IEP	O	O	O		O					
Limited English Proficiency (LEP)	O	O	O		O	O	O	O		
Membership	R	R	R		R					
Migrant Curriculum Courses +					O					
OEAA Assessment									O	
Personal Core	R	R	R	R	R	R	R	R	R	R
Personal Curriculum	O	O	O		O					
Personal Demographics	R	R	R	O	R	R	R	R	O	
Program Participation	C	C	C		C					
School Demographics	R	R	R	O	R				R	R
Supplemental Nutrition Eligibility (SNE)	O	O	O		O	O	O	O		
Special Education	C	C	C		C					
Student Record Maintenance					R					
Student Course Component +										R
Submitting Entity	R	R	R	R	R	R	R	R	R	R
Title I Services	C	C	C		C					

**NOTE:** CEPI has been informed that curriculum data for students eligible for **migrant services** will not be collected through the MSDS. This notification came after the 2011-2012 SRM schema and business rules were posted. Removing the optional Migrant Curriculum Component would require that a new schema be posted, which could require changes to local student information systems, we chose not to remove the component.

**NEW!** The following components have been retired beginning with the 2011-2012 School Year:

Component	Reason	Collections Impacted
Disciplinary Consequence	Replaced with new Discipline Component	<ul style="list-style-type: none"><li>• All General Collections</li><li>• SRM</li></ul>
Disciplinary Incident	Replaced with new Discipline Component	<ul style="list-style-type: none"><li>• All General Collections</li><li>• SRM</li></ul>
Entity Demographics	Separated into three new components: <ul style="list-style-type: none"><li>• Enrollment,</li><li>• Membership and</li><li>• School Demographics</li></ul>	<ul style="list-style-type: none"><li>• All General Collections</li><li>• SRM</li><li>• Request for UIC</li><li>• Early Roster</li></ul>
Fiscal Entity	Added to Early Childhood Programs component	<ul style="list-style-type: none"><li>• Early Childhood</li></ul>
Migrant	Data collected through Migrant Education Data System (MEDS)	<ul style="list-style-type: none"><li>• All General Collections</li><li>• SRM</li></ul>

## Business Rule Spreadsheets

Business rule spreadsheets are available on through the 2011-2012 MSDS Collection Component Matrix page on the CEPI Web site. These spreadsheets contain information about the schema requirements, accepted values, validation rules, certification rules, version history and collection notes. The format of the spreadsheet has been revised for the 2011-2012 school year. The new format was designed by our development team and includes a new rule numbering system.

The screenshot shows a Microsoft Excel spreadsheet titled "Component AdultEducation". At the top left, circled in black is "1" above the header row. Below it, circled in black is "2" next to the "Required?" column. A red arrow points from the "List of Values" link in the "CharacteristicDescription" column of row 7 to a red circle around the "List of Values" link in the "Data Type" column of row 10. Another red arrow points from the "List of Values" link in the "CharacteristicDescription" column of row 10 to another red circle around the "List of Values" link in the "Data Type" column of row 11. The bottom navigation bar has tabs numbered 3 through 7. The "List Of Values" tab is highlighted.

Component AdultEducation							
School Year 2011-2012							
Version 1.1 Date 6/22/2011							
CharacteristicName	CharacteristicDescription	Data Type	Min Length	Max Length	Min Value	Max Value	Decimal Positions
AdultEdFunding	Identify the funding source or sources through which the adult education student is participating.	List of Values					FALSE
AdultEdCountPeriod	The period during which the student participated in the programs reported in AdultEdFTEProgramCode.	List of Values					FALSE
AdultFTE	Enter the full time equivalency (FTE) for which the student is eligible for the instructional program identified in AdultFTEProgramCode. FTE is an individual pupil's percentage share of membership. A student's FTE may range from "0.00" to "1.00" (both tenths or hundredths are allowed as long as the district is consistent in the use of either one).	Decimal Number	0.00	1.00	2		FALSE
AdultFTEProgramCode	Refer to Section 6 of the current State School Aid Act and the Michigan Department of Education's Pupil Accounting Manual for full time equivalency (FTE) instructions. Enter the FTE in this field for the program reported in AdultFTEProgramCode.	List of Values					Y
DiplomaStatus	Indicate the adult education program in which the student participates.	List of Values					FALSE
	Report the adult education student's high school diploma and/or general education developmental (GED) status during the count period reported.	List of Values					Y

Bottom navigation bar: Schema, List Of Values, Validation Rules, Certification Rules, Version History, Collection Notes, Help.

- At the top of the Schema page is the component name as it appears on the XML schema, the school year to which these rules apply, the version number and the date that this version was published. We will update this information as new versions are created throughout the school year. Checking the Version History page will detail the changes made for each version.
- The Required column shows if a characteristic is required at the schema level. Remember, a characteristic that is not required by the schema may still be required by business rules that are detailed on the Validation Rules or Certification Rules pages.
- The List of Values page will show the allowed values for characteristics with the "List of Values" data type. This page may be viewed either by clicking the tab or the "List of Values" hyperlink in the Data Type column.
- The Validation Rules page details rules that are enforced at the record level. These rules will result in errors or warnings during the validation process that occurs when the data are moved into the collection staging area.
- The Certification Rules page shows any rules related to the component that are enforced during the Quality Review process.
- The Collection Notes page shows the component's status for each MSDS collection. Components may be required, conditionally required, optional or not allowed. Information about conditional requirements is included in the comments section of this page.
- The "Help" tab is included on all spreadsheets. It includes important definitions and directions about using the spreadsheets.

## **2011-2012 School Year Collection Timelines**

All dates are tentative and therefore subject to change. Please refer to the CEPI Web site for the most up-to-date collection dates.

### **Early Roster Collection**

- Open for the 2011-2012 school year from May 2011 to April 2012.
- All districts report projected enrollment and assessment information for students until September 15, 2011. These data are used for Direct Certification and pre-identification of students for fall assessments.
- Non-public schools continue to use this collection through spring 2012 to report changes to update enrollment information used for Direct Certification Reports.

### **General Collections**

- **Fall – NEW! Data from this collection now are used for the fall pupil membership count, special education child count, supplemental nutrition eligibility count and the enrollment roster for fall student assessments.**
  - October 5: Legislated fall pupil membership count date and Special Education Child Count date.
  - November 9: Legislated data submission deadline.
    - All districts must have data submitted to MSDS by this date.
  - October 6 – November 23: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - November 23: Legislated certification deadline
- **Spring**
  - February 8: Legislated spring pupil membership count date
  - March 14: Legislated data submission deadline
    - All districts must have data submitted to MSDS by this date.
  - February 9 – March 28: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - March 28: Legislated certification deadline

- **End-of-Year (EOY)**

- June 1 – July 2: Quality Review (district certification and decertification may occur during this time)
- **July 2: Certification deadline**
  - The certification deadline is earlier for the EOY General Collection in order to allow for data quality analysis and correction before critical August state and federal reporting deadlines.
  - CEPI data quality staff will run analysis of the EOY data and the data reported by districts throughout the full school year after the certification window closes. Districts will be notified of potential data errors and instructions on how to correct them before the data are used for state and federal reporting.

### **Supplemental Nutrition Collection – RETIRED**

- This collection has been retired as of the 2011-2012 school year. Supplemental Nutrition count data will be obtained through the Fall General Collection.

### **Early Childhood (EC) Collection**

- **NEW!** Beginning with the 2011-2012 program year, the Early Childhood Collection will consist of three separate single-certification collections.
  - **EC Fall Collection – Certification deadline November 23, 2011**
    - Report data for all children served from the beginning of the program year through October 31, 2011.
  - **EC Spring Collection – Certification deadline February 22, 2012**
    - Report data for all children served from November 1, 2011 through February 8, 2012.
  - **EC End-of-Program Collection – Certification deadline August 29, 2012**
    - Report data for all children served from February 9, 2012 through August 22, 2012.

### **Special Education Child Count Collection (3WiN) - RETIRED**

- This collection has been retired as of the 2011-2012 school year. Special Education Child Count data will be obtained through the Fall General Collection.

## **Student Record Maintenance (SRM) Collection**

- The SRM Collection is open throughout the school year.
- Submit updates to student demographic data for assessment roster. MSDS is source for determination of subgroups and demographic data for all Michigan Department of Education (MDE) assessments.
- Submit enrollments to be able to access student history/direct certification status lookup and direct certification report refreshes (please refer to the direct certification timeline for snapshot and report refresh dates).
- Submit Migrant Curriculum Courses component for all eligible migrant students.
  - ~~Course data must be submitted within ten (10) business days of the student's enrollment and again within ten (10) business days of the student's exit. Courses may be updated as at any time.~~
  - ~~All migrant students must have their final course dispositions reported by June 30, 2012, regardless of their district exit status.~~
  - ~~The summer term collection open July 1, 2012 – September 13, 2012 (tentative)~~
- **Important Dates:**
  - August – September 15, 2011: District Graduation and Cohort appeal window.
  - September 15, 2011: End-of-summer deadline for submitting graduates for the 2010-2011 school year.
    - All summer graduates must be reported with an "As Of Date" prior to September 1 and certified no later than September 15.
  - ~~June 30, 2012: Deadline to report the final disposition of courses for all enrolled migrant students.~~
  - ~~September 13, 2012: Deadline to report the final course disposition for all migrant students enrolled in summer term courses.~~

**NOTE:** Curriculum data for students eligible for **migrant services** will not be collected through the MSDS. MDE Office of Field Services is exploring options for the replacement or revision of the Migrant Education Data System (MEDS) application which would include the ability to collect curriculum data in the same application as all other migrant data.

MSDS will get a list of migrant students from MEDS that will be used to identify students as **eligible for migrant services**. CEPI is working on updates to the Student History page and system reports that will allow authorized users to see when a student enrolled in their district has been identified as an eligible migrant student.

## **Overview of MSDS Collections**

The following pages contain information about each MSDS collection. The Components section of this document contains more specific information about the component and characteristic business rules.

DRAFT

## **Request for UIC Collection**

The Unique Identification Code (UIC) continues to be a critical element in tracking student information over time and in tying student-level data between different data systems. The following systems have incorporated the UIC:

- Office of Educational Assessment and Accountability (OEAA) Secure Site
- Career and Technical Education Information System (CTEIS)
- Michigan Compliance Information System (MI-CIS)
- Migrant Education Data System
- Title I SES application

**The MSDS is the source system for student demographic data.** Because of the UIC, these other systems can utilize the data and this will in turn reduce redundant data collections.

According to the requirements of the [America Competes Act](#) [PL110-69 sec. 6401(e)(2)(A)], CEPI must ensure that the statewide PK-16 education data system includes a unique statewide identifier. The UIC fulfills this requirement for PK-12 currently and is being integrated into the postsecondary level.

### **Components**

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Optional	No	1
School Demographics	3	Optional	No	1
Personal Demographics	4	Optional	No	1
Enrollment	5	Optional	No	1

The schema and a sample XML file are also available on the [Request for UIC](#) page of the CEPI MSDS Web site. The “2011-2012 Request for UIC Collection Schema Summary” document contains information about any schema changes from the 2010-2011 Request for UIC schema. This document is located on the Request for UIC subpage.

### **Whom Do We Report?**

You can use the Request for UIC Collection to obtain UICs for new students entering a district or program. For instance, a district authorized user may want to obtain UICs for students identified during kindergarten roundup. Likewise, a district may have a number of new enrollees in the fall arriving from other school districts.

Users will need to obtain UICs for Early On<sup>®</sup> students, both with and without disabilities, in order to report these students in the MI-CIS. Furthermore, when you report students in the MSDS, you must have a UIC for every record in every collection except the Request for UIC and Early Roster Collections. This includes the Early Childhood Collection. Please note that any student receiving Early On<sup>®</sup> and Early Childhood services must have a UIC. These are two groups of students that users may not have needed UICs for previously.

You can also use the Request for UIC Collection to validate UICs for students currently attending your district. For instance, a district user may want to validate UICs for all of his or her students prior to submitting the Fall General Collection. This allows the user to complete any necessary UIC resolution in the Request for UIC Collection instead of the Fall General Collection.

## **When Do We Report?**

The Request for UIC Collection is open all year, so you can obtain and/or validate UICs for new or existing students in your district at any time.

**Important Note:** Before the beginning of every school year, CEPI will have the Staging Area cleared from the MSDS to allow users to begin submitting collections for the new school year. Users should make sure to resolve any student records that are still in "Requires Resolution" status and then download their completed files.

## Early Roster Collection

The MSDS Early Roster Collection is the vehicle through which users submit their districts' projected student rosters for the coming school year. Users can also request and/or validate UICs through the Early Roster Collection. CEPI uses the data you submit via the Early Roster Collection to create the Direct Certification Report.

The Bureau of Assessment and Accountability (BAA) [formerly the Office of Educational Assessment and Accountability (OEAA)] uses the Early Roster Collection to obtain assessment pre-identification information for fall assessment testing. BAA Secure Site pre-identification process is also available for the 2011-2012 school year. It is expected that the Early Roster Collection will completely replace the BAA Secure Site for this purpose beginning with the 2012-2013 school year. The Michigan Department of Education will be providing more information on how it will be using the Early Roster Collection for pre-identification purposes.

**NOTE:** Students submitted as part of your district's Early Roster Collection are not considered official enrollments and therefore do not impact the assignment of the primary education providing entity (PEPE), nor will this information impact the graduation cohort.

### Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Required	No	1
<b>NEW</b> School Demographics	3	Required	No	1
Personal Demographics	4	Optional	No	1
<b>NEW</b> OEAA Assessment	5	Optional	No	1

The schema and a sample XML files are also available on the [Early Roster](#) page, a subpage of the CEPI MSDS Web page.

Please note that you should include the building code, local student ID and grade characteristics, even though they are not required for the file upload, to allow for sorting and local district import of the Direct Certification Report once it is generated. These data are also necessary for assessment pre-identification purposes.

**Reminder to Public Schools:** Like the Request for UIC Collection, you are not required to certify this collection. However, you must correct errors and resolve any records requiring resolution. **Records that have errors or require UIC resolution will not be used for direct certification or assessment pre-identification.**

**Reminder to Nonpublic Schools:** Because the option to resolve records is not available to non-public schools, the Direct Certification Report will not include any record without a match or system-created UIC.

## **Whom Do We Report?**

Report all students who are expected to be newly enrolled for the next school year and those students who have a change in building assignment. Exclude students reported as "continuing" during the End-of-Year Collection. However, if the local student information system is not able to separate those students, you may include them.

## **When Do We Report?**

The Early Roster Collection opens in early May and remains open until late spring of the following year to ensure non-public entities can continue reporting updates to their roster for the purposes of direct certification. Public school entities should begin reporting enrollments through the General Collections or Student Record Maintenance after the school year begins. Like the Request for UIC Collection, it does not require certification. There are several snapshot points throughout the summer and fall used for Direct Certification Reporting. Please refer to the timeline posted on the [Direct Certification Report](#) page of the CEPI Applications section of the CEPI Web site for more information.

<b>Michigan Student Data System (MSDS) 2010-2011 Early Roster Collection Timeline</b>												
May 2010	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr 2011	
♦												
Collection opens in mid-May and remains open through spring of the next year. This collection is not certified. Refer to the Direct Certification Timeline for snapshot dates used for updating that report.												

**NOTE:** The Early Roster Collection uses the business rules posted for the school year in which it opened, not the school year being reported. For example the 2011 Early Roster Collection uses the business rules posted for the 2010-2011 school year. When the 2012 Early Roster Collection opens in May 2012, it will use the business rules that are current for the 2011-2012 school year. Because of this unique situation, CEPI attempts to make as few changes as possible from year to year for this collection.

## General Collections

The General Collections are the primary means of submitting student data to the MSDS. There are three collection periods within each school year. The Fall and Spring General Collections are the only vehicles for submitting student membership (FTE) on which state foundation payments are based. (Please refer to the Web page of the [MDE Office of State Aid and School Finance](#) for information on membership and state funding.)

### ***2011 Fall General Collection***

#### **Components**

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Required	No	1
<b>NEW</b> School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
<b>NEW</b> Enrollment	5	Required	No	1
<b>NEW</b> Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Migrant (Retired)	11	Optional	No	1
LEP	11	Optional	No	1
Advanced Accelerated	12	Optional	No	1
Title I TAS	13	Conditional	No	1
Adult Education	14	Conditional	Yes	Unbounded (3 per Adult Ed Count Period)
Initial IEP	15	Optional	No	1
Special Education	16	Conditional	No	1
Disciplinary Incident (Retired)	17	Conditional	Yes	Unbounded
Early Childhood Special Education Assessment	17	Optional	Yes	2
Disciplinary Consequence (Retired)	18	Conditional	Yes	Unbounded
<b>NEW</b> Discipline	18	Conditional	Yes	Unbounded (1 per incident id code)
Attendance	19	Conditional	No	1
SNE	20	Optional	No	1

The schema and a sample XML file will be available on the [General Collection](#) page, a subpage of the CEPI MSDS Web page. The “2011-2012 Fall Schema Summary” document contains

information about any schema changes from the Fall 2010 schema. This document is located on the General Collection subpage.

The Fall General Collection is a membership count (FTE) collection. Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

Please reference the "Component Details" section of this document for the component and characteristic specifics.

## **Whom Do We Report?**

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

**NOTE:** The Request for UIC and Early Roster Collections are not certified collections and do not update student history. Therefore, any records you submit in these collections will not officially enroll or exit students.

### **Full-Time Equivalency (FTE)**

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education component included in their records in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

### **Exited Students**

It is important that you report all students who have exited your district since they were last reported. This can be done through the Student Record Maintenance Collection or the Fall General Collection. Failure to report these students with accurate district exit status data may result in your district continuing to be accountable for exited students or students being counted as drop-outs. It is especially important that you report students who are eligible or participating in programs such as special education, limited English proficiency or migrant services.

### **Program Participation**

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

## **NEW Students with Active Individualized Education Plans (IEP)**

**Beginning with the 2011-2012 school year, the Special Education Child Count data are collected through the Fall General Collection rather than through a separate collection.** You must report all students with disabilities who are eligible for special education programs or services (have an active IEP) and are enrolled in your district on the fall count date. **This includes children receiving early childhood special education services as well as students who are enrolled in your K-12 programs. Students may or may not be eligible for FTE, however they must be reported for Special Education Child Count purposes.**

You must include all students with disabilities receiving special education programs or services that were:

- submitted in the End-of-Year 2010 General Collection as continuing (District Exit Status "19") and continue to participate in special education programs or services,
- submitted in the End-of-Year 2010 General Collection as participating in only general education programs and now have an active IEP,
- newly enrolled in your district this school year and have an active IEP on the count date, or
- receiving early childhood special education services only (i.e. not claimed for FTE).

**Students who have exited special education and are continuing with general education through your district must also be reported with the appropriate special education exit data. Your district's special education data team must review all appropriate MSDS reports and confirm that the data are accurate before certification of the Fall General Collection. Please work with your district and ISD staff to coordinate this process.**

## **Attendance**

You **must report** the Attendance component on all of the records you submit **for exiting students**. These data are cumulative for each student and MDE uses them in the determination of AYP. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance component are completely unrelated to instructional days or clock hours.** For services that are not school based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance component and characteristic specifics.**

## **NEW Supplemental Nutrition Eligibility (SNE)**

As of fall 2011, the Supplemental Nutrition Eligibility Collection has been retired. The Fall General Collection is now the source of the official count of enrolled students who are eligible for free or reduced-price meals or milk through the United States Department of Agriculture Food and Nutrition Service Child Nutrition Program (CNP). Report all students who are eligible for free or reduced-cost meals or milk programs and who were actively enrolled in your district on the fall pupil membership count date (the first Wednesday in October). You may continue to collect applications and determine eligibility status for students enrolled in your district on count day **until the collection certification deadline (11/23/2011)**.

If a student was eligible for free or reduced-price milk/meals in the previous school year, your district may continue to provide free or reduced-price milk/meal for the first 30 school days of the new school year. **Do not report carryover students as being eligible** for free or reduced-price milk/meals in the Fall General Collection **unless you have determined that they are also eligible for the current school year.**

If your district is using the **Community Eligibility Option** (CEO) for your school nutrition program, do **NOT** report all students as eligible for SNE. Only students who have been determined as eligible because of economic disadvantage should be reported with the SNE component. Your district should be collecting data from students' families to determine economically disadvantaged status. A sample application form is available on the [CEPI Direct Certification page](#) that may be used for this purpose. The form (Household Information Survey) is located under the Resources section. For more information about CEO, refer to the [MDE School Nutrition Programs](#) Web site.

Identify students as eligible by any of the following methods:

- The student is listed on the Direct Certification Report;
- The student is a sibling in the same household as one who appears on the Direct Certification Report\* as a member of a household receiving assistance under the Food Assistance Program (FAP), the Food Distribution Program on Indian Reservations (FDPIR) or the Family Independence Program (FIP) [*Note: this does not apply to siblings of a foster child within the same household.*];
- The family completed an application confirming that it meets income criteria to be eligible;
- The student is homeless or has been identified as homeless during the current school year; or
- The student has a current migrant Certificate of Eligibility (COE) or has been identified as migrant during the current school year.

\*For more information about direct certification, please visit the [Direct Certification Report page](#) on the CEPI Web site.

Participation is not a requirement for eligibility. Neither the attended school nor the student are required to participate in the national school lunch, school breakfast, and/or special milk programs for the student to be found eligible. Non-participating schools (PSAs) must use an eligibility application form that clearly states that no free or reduced-price lunch or breakfast, or special milk program will be provided.

The determination of your district's **economically disadvantaged subgroup** is based on students who are identified as eligible for free or reduced-price meals or milk. Therefore, it is imperative that your district's food and nutrition staff, homeless liaison, migrant liaison and assessment coordinator be involved in the review of the **Staging Area reports** for the Fall General Collection data **before** certifying the collection.

**NOTE:** CEPI and MDE will include any student enrolled in your district and identified as Directly Certified, homeless or eligible for migrant services as eligible for free meals/milk regardless of your submission of the SNE component. If you believe a student has been incorrectly identified as eligible, please contact CEPI.

## When Do We Report?

The Fall General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated fall pupil membership count day.

Beginning with the 2011-2012 school year, the legislated count day is the first Wednesday in October. Your district's data should be in a certified status by the submission deadline. You may decertify and make corrections to your district's data, including adding or deleting student records, until the certification deadline. CEPI and MDE will be completing data quality analysis of all data that is certified as of the submission deadline. Districts will receive data quality alert notices when our analysis reveals potential reporting errors.

During the following two weeks, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Fall General Collection data by the end of the seventh week after the legislated fall pupil membership count day. If you failure to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education's Office of State Aid and School Finance, as per the State School Aid Act requirements.

September		October			November	
 CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION		 Pupil Membership Count Date October 5 (1 <sup>st</sup> Wednesday in October)			 District Submission Deadline November 9 (5 <sup>th</sup> Wednesday after count day)	 Certification Deadline November 23 (7 <sup>th</sup> Wed after count day)

## 2011 Spring General Collection

### Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Required	No	1
NEW School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
NEW Enrollment	5	Required	No	1
NEW Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Migrant (Retired)	11	Optional	No	1
LEP	11	Optional	No	1
Advanced Accelerated	12	Optional	No	1
Title I TAS	13	Conditional	No	1
Adult Education	14	Conditional	Yes	Unbounded (3 per Adult Ed Count Period)
Initial IEP	15	Optional	No	1
Special Education	16	Conditional	No	1
Disciplinary Incident (Retired)	17	Conditional	Yes	Unbounded
Early Childhood Special Education Assessment	17	Optional	Yes	2
Disciplinary Consequence (Retired)	18	Conditional	Yes	Unbounded
NEW Discipline	18	Conditional	Yes	Unbounded (1 per incident id code)
Attendance	19	Conditional	No	1
SNE	20	Optional	No	1

The schema and a sample XML file will be available on the [General Collection](#) page, a subpage of the CEPI MSDS Web page. NOTE: The schema, sample and business rules for the 2012 Spring General Collection will be posted in late fall 2011. A schema summary will be included with the documentation and will contain information about any schema changes from the Fall 2011 schema.

The Spring General Collection is a membership count (FTE) collection. Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

Please reference the "Component Details" section of this document for the component and characteristic specifics.

## **Whom Do We Report?**

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

**NOTE:** The Request for UIC and Early Roster Collections do not update student history. Therefore, any records you submit in these collections will not officially enroll or exit students.

### **Full-Time Equivalency (FTE)**

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education component included in their records in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

### **Program Participation**

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

### **Attendance**

You **must report** the Attendance component for all records you submit **for exiting students**. These data are cumulative for each student and MDE uses them in the determination of AYP. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance component are completely unrelated to instructional days or clock hours.** For services that are not school-based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance component and characteristic specifics.**

### **Supplemental Nutrition Eligibility (SNE)**

For the Spring General Collection, submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE component. It is only necessary to submit these data for

eligible students whom you did not report as such in the MSDS Supplemental Nutrition Collection or the Student Record Maintenance Collection.

NOTE: You may also submit updated SNE data via the Student Record Maintenance or End-of-Year General Collections for students who become eligible or for newly enrolled students who are eligible.

## **When Do We Report?**

The Spring General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated supplemental pupil membership count day (usually the second Wednesday in February). During the following two weeks, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Spring General Collection data by the end of the seventh week after the legislated supplemental pupil membership count day. If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education's Office of State Aid and School Finance, as per the State School Aid Act requirements.

<b>Michigan Student Data System (MSDS) Spring 2012 General Collection Timeline</b>			
<b>February</b>	<b>March</b>	<b>April</b>	
 Collection Opens Early February   Pupil Membership Count Date February 8 (2nd Wednesday in February)  Certification and Decertification can occur anytime between count day and certification deadline  FTE Conflict Resolution – through March 28 (7th week after count date)	 District Submission Deadline March 14 (5th Wednesday after count day)   Certification Deadline March 28 (7th Wednesday after count day)		

## 2011 End-of-Year (EOY) General Collection

### Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Required	No	1
NEW School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
NEW Enrollment	5	Required	No	1
NEW Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Migrant (Retired)	11	Optional	No	1
LEP	11	Optional	No	1
Advanced Accelerated	12	Optional	No	1
Title I TAS	13	Conditional	No	1
Adult Education	14	Conditional	Yes	Unbounded (3 per Adult Ed Count Period)
Initial IEP	15	Optional	No	1
Special Education	16	Conditional	No	1
Disciplinary Incident (Retired)	17	Conditional	Yes	Unbounded
Early Childhood Special Education Assessment	17	Optional	Yes	2
Disciplinary Consequence (Retired)	18	Conditional	Yes	Unbounded
NEW Discipline	18	Conditional	Yes	Unbounded (1 per incident id code)
Attendance	19	Conditional	No	1
SNE	20	Optional	No	1

The schema and a sample XML file will be available on the [General Collection](#) page, a subpage of the CEPI MSDS Web page. NOTE: The schema, sample and business rules for the 2012 EOY General Collection will be posted in late fall 2011. A schema summary will be included with the documentation and will contain information about any schema changes from the Spring 2012 schema.

Please refer to the "Component Details" section of this document for the component and characteristic specifics.

## **Whom Do We Report?**

Report all active students and those students who have exited the district since the last general collection reporting period. You may include students who have enrolled and subsequently exited within the reporting period (See Program Participation below). However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

NOTE: The Request for UIC and Early Roster Collections do not update student history. Therefore, submitting records in these collections will not officially exit or enroll students.

### **Full-Time Equivalency (FTE)**

The EOY General Collection is not a membership collection. You may include FTE data in this collection; however, we will not use these data to determine State Aid Foundation payments.

### **Program Participation**

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. The data on these students are also important for the accurate identification of subgroup participation, which is required for federal reporting.

### **Attendance**

**You are required to report** the Attendance component **on all records that you submit** in the EOY General Collection. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance Component are completely unrelated to instructional days or clock hours.** For services that are not school based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the "Component Details" section of this document for additional Attendance Component and characteristic specifics.**

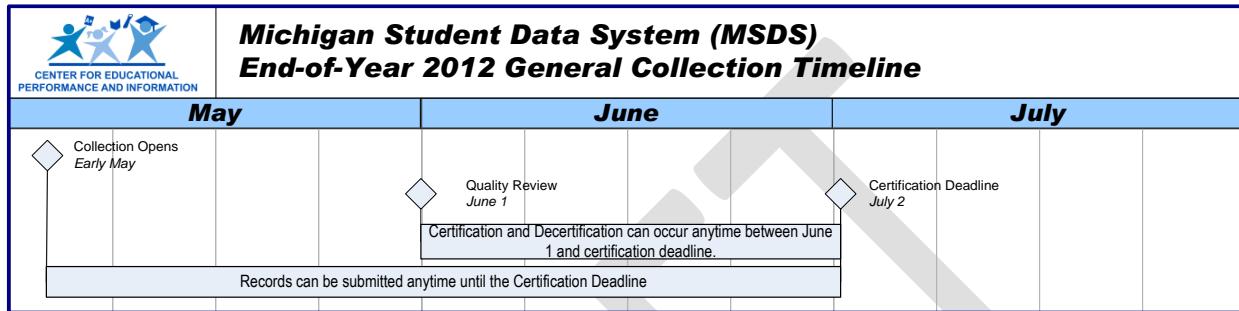
### **Supplemental Nutrition Eligibility (SNE)**

For the EOY General Collection, you may submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE component. Only submit these data for eligible students whom you did not report as such in the MSDS Supplemental Nutrition Collection or the Student Record Maintenance Collection.

NOTE: You may also submit updated SNE data via the Student Record Maintenance Collection for students who become eligible or for newly enrolled students who are eligible.

## **When Do We Report?**

The End-of-Year General Collection is a Single Certification collection. You must submit your records, complete any required UIC resolution and correct any data errors by the collection deadline. Please refer to the collection timelines for the official deadline date. If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to the Michigan Department of Education.



## **2011 Special Education Child Count Collection**

This collection has been retired. Beginning with the 2011-2012 school year the data for the Special Education Child Count are collected with the Fall General Collection.

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## Student Record Maintenance Collection

You may use the Student Record Maintenance (SRM) Collection to update data throughout the school year. The data submitted through this collection are used for a variety of purposes:

- Submit summer graduates for the end-of-summer snapshot
- Submit enrollment records between general collections to obtain access to a newly enrolled student's history records and direct certification status
- Submit exit records
- Update student demographics/program data
- ~~Submit curriculum and course information for migrant students~~

### Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Entity Demographics (Retired)	3	Required	No	1
Student Record Maintenance	3	Required	No	1
<b>NEW</b> School Demographics	4	Required	No	1
Personal Demographics	5	Required	No	1
<b>NEW</b> Enrollment	6	Required	No	1
<b>NEW</b> Membership	7	Required	No	1
General Education FTE	8	Optional	No	1
Program Participation	9	Conditional	No	1
Personal Curriculum	10	Optional	No	1
Migrant (Retired)	11	Optional	No	1
Homeless Demographics	11	Conditional	No	1
LEP	12	Optional	No	1
Advanced Accelerated	13	Optional	No	1
Title I TAS	14	Conditional	No	1
Adult Education	15	Conditional	Yes	Unbounded (3 per Adult Ed Count Period)
Initial IEP	16	Optional	No	1
Disciplinary Incident (Retired)	17	Conditional	Yes	Unbounded
Special Education	17	Conditional	No	1
Disciplinary Consequence (Retired)	18	Conditional	Yes	Unbounded
Early Childhood Special Education Assessment	18	Optional	Yes	2
<b>NEW</b> Discipline	19	Conditional	Yes	Unbounded (1 per incident id code)
Attendance	20	Conditional	No	1
SNE	21	Optional	No	1
Migrant Curriculum Courses	22	Optional	Yes	Unbounded

The schema and a sample XML file are also available on the [Student Record Maintenance](#) subpage of the CEPI MSDS Web page. The document "2011-2012 Student Record Maintenance Schema Summary," also located on the Student Record Maintenance subpage, contains information about the schema changes from the 2010-2011 school year.

## **Whom Do We Report?**

### **End-of-Summer Snapshot**

CEPI recommends that district users report student exits that occurred between the end of the previous school year and the beginning of the current school year. **Users must submit all summer graduates (through August 31) or any exit status changes for students who are part of the most recent four-year cohort through the Student Record Maintenance Collection.** This will be the final disposition that we will use for determining the status of the most recent cohort and this will be the final opportunity users will have to submit graduates (replacing the use of the fall Single Record Student Database submission in prior years). MDE's Office of Career and Technical Education also uses the End-of-Summer Snapshot data as the source data set for Carl D. Perkins annual reporting.

### **Primary Education Providing Entity (PEPE) Changes**

The MSDS will assign a PEPE to every public school student. There may be times when the data do not reflect the correct accountable entity for a student, such as for students with equally split full-time equivalency (FTE) for whom PEPE remains with the previously assigned PEPE. **The best way to update the PEPE for a student is for the district claiming PEPE to certify a record for the student through the Student Record Maintenance Collection. The PEPE assignment process is completed by the system as soon as a record is certified in SRM.** If this process does not update the PEPE as you wanted, please contact CEPI customer support. During the graduation/cohort review window, requests may also be made to change PEPE assignments through the online Student History screen. This mechanism replaces the accountability repoint requests that were previously available in the Graduation/Dropout Review and Comment Application (GAD).

### **Submit Enrollment Records Between General Collections**

District users can utilize the SRM Collection to report students who enroll outside of the collection window of a General Collection in order to obtain student history information, look up the student's direct certification status or claim accountability/PEPE. District authorized users will only have access to this data after students are enrolled in a user's district. **Enrollment and PEPE information are updated immediately upon certification of data through SRM.**

### **Submit Exit Records**

As with enrollments, you can report student exits via the SRM Collection. You can do this to ensure that you appropriately updated your PEPE status, to correct exit status for accountability,

and to provide the accurate roster for assessment purposes. **The MSDS updates PEPE and cohort information immediately upon certification of data through SRM.**

### **Update Student Demographics/Program Data**

The data stored in the MSDS for a student are the source record for accountability. Demographic updates **for your district's assessment roster must be completed through the MSDS; the Bureau of Assessment and Accountability (BAA) secure site may no longer be used to update student demographic information.** ~~will be phased out of the Office of Educational Assessment and Accountability (OEAA) Secure Site and corrections will have to be made to the student record in the MSDS.~~ In addition, data corrections can be submitted between collections to ensure that the state data accurately reflect the student status. **All student demographic updates occur immediately upon certification of data through SRM.**

### **When Do We Report?**

The Student Record Maintenance (SRM) Collection opens at the beginning of the school year and closes at the end of August. This collection employs ongoing certification, allowing for data to be updated at any time. **All data submitted through the SRM Collection updates a student's history immediately upon certification of data through SRM.**

The end-of-summer snapshot is your last opportunity to update graduates for the 2010-2011 school year used in the calculation of graduation rates. Data must be certified prior to September 15, 2011 and have an AS OF DATE prior to September 1 to be included in the 2010-2011 calculations.

For the 2011-2012 school year it is **anticipated** that the end-of-summer deadline to submit graduation data will be September 13, 2012.

<b>Michigan Student Data System (MSDS) 2011-2012 Student Record Maintenance (SRM) Collection Timeline</b>												
Sept 2011	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug 2012	
<b>Fall 2011 BAA Assessment Updates</b>												
<b>2011-2012 School Year Collection opens mid-Sept 2011 and remains open through Mid-Sept 2012</b>												

## **Supplemental Nutrition Eligibility Collection**

This collection has been retired. Beginning with the 2011-2012 school year the data for the Supplemental Nutrition Eligibility Count are collected with the Fall General Collection.

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## Early Childhood Collections

The Early Childhood Collections are used to gather educational data for children, birth to school age. CEPI uses these data for various state and federal reports, and the Michigan Department of Education's Office of Early Childhood Education and Family Services uses these data to ensure that entities are meeting specific program compliance requirements.

**NEW** Beginning with the 2011-2012 program year, early childhood data will be collected through three separate single-certification collections:

- **EC Fall Collection**

- Reporting period: Start of your program through October 31, 2011
- Collection window: September 21, 2011 through November 23, 2011
- Certification deadline: November 23, 2011

- **EC Spring Collection**

- Reporting period: November 1, 2011 through February 8, 2012
- Collection window: November 30, 2011 through February 22, 2012
- Certification deadline: February 22, 2012

- **End-of-Program Collection**

- Reporting period: February 9, 2012 through August 22, 2012
- Collection window: March 1, 2012 through August 29, 2012
- Certification deadline: August 29, 2012

This change will have the following impact on your data submission:

- Records for each reporting period will display in separate Staging Areas.
- For each reporting period you should include a record for each child who received at least one of the applicable early childhood program services during the reporting period.
- Subsequent to the certification date, a collection may be decertified to add, delete or update records. The collection would then need to be re-certified on or before the certification deadline date. (*The decertification function allows you to correct or remove incorrectly reported data. This is not possible with an on-going certification collection and it is one of the primary reasons that CEPI and MDE changed the EC Collection to single-certification.*)
- Staging Area and certified reports will generate based on the number of error free student records and programs reported within an individual collection period. As a student will not display in the Staging Area multiple times, count reports will no longer be inflated.

Please refer to the [Early Childhood](#) section of the CEPI Web site for additional information and communications about these collections.

## Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Fiscal Entity (Retired)	3	Required	No	1
Personal Demographics	3	Required	No	1
Early Childhood Programs	4	Required	Yes	Unbounded (1 per code)
Homeless Demographics	5	Conditional	No	1
Supplemental Nutrition Eligibility (SNE)	6	Optional	No	1
LEP	7	Optional	No	1
Student Record Maintenance	8	Required	No	1

The schemas and a sample XML files are also available on the [Early Childhood Collection](#) subpage of the CEPI MSDS Web page. The document "Fall 2011 Early Childhood Schema Summary," also located on the Early Childhood Collection subpage, contains information about the schema changes from the 2010-2011 school year.

## Whom Do We Report?

You should report any child who is receiving early childhood services through an agency or program funded by the state of Michigan. As not all program types listed are funded, you do not need to report data for all programs. We encourage you to report all children, but you are **only required to report children participating in the Great Start Readiness Program (GSRP) and Great Parents/Great Start (GPGS) program**. Do not report *Early On*® students in this collection.

**NOTE:** You must report preschool-aged children receiving FTE-based special education programming or services for FTE in the Fall and Spring General Collections. **If you fail to submit these students in the membership count (Fall and Spring General Collections), you will receive no foundation payments for them.**

## When Do We Report?

**NEW** The early childhood data are reported in three single certification collections; each for a specific reporting period. Each collection window will open a few days after the previous window closes and will remain open past the end of the end of the reporting period to allow you

time to enter, review and correct data. The deadline to certify each collection is 11:59 p.m. Eastern time on the last day of the collection window.

- The **EC Fall 2011 Collection** window opens mid-September 2011. Data for children served in early childhood programs during the reporting period beginning with the start of your program year (usually October 1) through October 31, 2011. These data must be submitted and certified by November 23, 2011.
- The **EC Spring 2012 Collection** window opens at the end of November (targeting November 30, 2011). Data for children served in early childhood programs during the reporting period beginning November 1, 2011 through February 8, 2012. These data must be submitted and certified by February 22, 2012.
- The **EC End-of-Program 2012 Collection** window opens in early March. Data for children served in early childhood programs during the reporting period beginning February 9, 2012 through August 22, 2012. These data must be submitted and certified by August 29, 2012.

Michigan Student Data System (MSDS) 2011-2012 Early Childhood Collection Timeline												
Sept 2011	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug 2012	
		Fall Reporting Period: Beginning of Program – Oct. 31		Spring Reporting Period: Nov. 1 – Feb. 8					End-of-Program Reporting Period: Feb. 9 – Aug. 22			
		EC Fall Collection window		EC Spring Collection window		Feb. 22 Certification Deadline			End-of-Program Collection Window			
		Nov. 23 Certification Deadline										

The following table gives an overview of the early childhood programs and corresponding reporting periods for each.

Program Type	Report Period		
	Fall	Spring	End-of-Program
Great Start Readiness Program (GSRP)	R	R	R
Head Start	O	O	O
Title I Preschool or Services	O	O	O
Child Care	O	O	O
Even Start Family Literacy Program	O	O	O
0-3 Secondary Prevention	O	O	O
Early Head Start	O	O	O
Great Parents/Great Start (GPGS)	O	O	R
Tuition-Based Preschool	O	O	O
"Other"	O	O	O

## **NEW Teacher Student Data Link Collection**

The Teacher Student Data Link (TSDL) Collection gathers data that tie the teacher of record to a particular course and student. These data are necessary to meet the requirements of the American Reinvestment and Recovery Act (ARRA) and those specified in the America Competes Act as part of the State Fiscal Stabilization Fund (SFSF). These requirements are further substantiated in state legislation in the State School Aid Act. It is expected that at least one teacher will be reported for each student, with exceptions for early childhood, adult education, home-schooled and nonpublic school students, as well as some special education students. This collection was first required for the 2010-2011 school year and occurs at the end of the school year.

### **Components**

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Student Course	4	Required	Yes	Unbounded

The schema and a sample XML file are also available on the [Teacher Student Data Link](#) subpage of the CEPI MSDS Web page. NOTE: The schema, sample and business rules for the 2011-2012 TSDL Collection will be posted in late fall 2011. Included in the documentation will be a schema summary that shows schema changes from the 2010-2011 collection.

Additional training and support documentation for this collection are available on the [Teacher Student Data Link](#) subpage of the CEPI MSDS Web page.

### **Whom Do We Report?**

It is expected that most students who were enrolled in your district during the school year will have at least one course reported. This includes all grade levels, (kindergarten through twelfth), and ungraded special education settings (for students through age twenty-one). You are not required to report children participating only in childhood programs, students enrolled in adult education, home-schooled or nonpublic school students. Students who were not enrolled in your district for a period long enough for the course to be reported on the student's record are not required to be reported.

#### **Early Childhood Participants**

Children who are only participating in early childhood programs and are not enrolled in a K-12 education program are not required to be reported in the TSDL Collection. However, the system will allow these students to be reported. If a student is participating in early childhood programming and is also enrolled in a K-12 education program, you are required to report the K-12 course(s) information. This includes students enrolled in developmental or retention kindergarten programs.

## **Elementary Students**

All non-exempt students who have been actively enrolled in your district during the school year are required to be reported with at least one course. This includes students in kindergarten and other elementary grade levels. These students may be reported with a single course representing a self-contained elementary grade classroom or individual courses maybe reported for each subject area in which the student is assessed. Your district must decide how to report students in elementary classrooms. Elementary level courses may be reported without course grades or credit earned.

## **Middle School/Junior High School Students**

Students in grade levels typically associated with middle school or junior high school settings may be reported as taking courses at an elementary or secondary level. These students must have at least one course reported in the TSDL collection. The Michigan Department of Education has created guidelines for determining when to identify a course as elementary or secondary level. You may access these documents through the [Teacher Student Data Link](#) subpage of the CEPI Web site. Secondary level courses must include course grade and credit information.

## **High School Students**

Secondary level courses are generally reported for students in high school (grades nine through twelve). These courses must be reported with the final grade and credit earned. Students who are twenty-two years of age or older are not required to be reported in the TSDL Collection.

## **Students with Active IEPs Participating in Special Education**

Students who are receiving special education services or programming must be reported in the TSDL Collection with the following exceptions:

- Students who are age twenty-two or older as of the designated special education child count date.
- Students who are only receiving early childhood services and are not participating in K-12 education.

NOTE: Students who are reported in an ungraded special education setting or who are participating in a transitional program are not exempt and must be reported with at least one course, unless they fall into one of the exempted groups.

## **Homeschooled and Nonpublic School Students**

Homeschooled and nonpublic school students are not required to be reported in TSDL. This exemption is determined by the reported Student Residency code submitted in MSDS General or SRM Collections. Students who are reported as actively enrolled in your district with any other residency code during the school year are not exempt.

## **State Approved Career and Technical Education (CTE) Programs**

Course information reported through the Career and Technical Education Information System (CTEIS) for state approved CTE courses are not required to be reported in TSDL. CEPI will obtain these data from CTEIS. However, any courses taken by a non-exempt student that are not state approved CTE courses or are state approved CTE courses that are not reported in CTEIS must be submitted through the TSDL Collection.

**NOTE:** To accommodate local student information systems that cannot exclude CTE courses from their student records, you may report state approved CTE courses with Course Type code "00." This allows the record to be submitted without a teacher Personnel Identification Code (PIC). ***Reporting a course without at least one PIC should only occur when the course has also been reported in CTEIS.***

## **Adult Education Participants**

Students participating in adult education programs are not to be reported through the TSDL Collection. The system will reject any file containing records with students reported with Grade or Setting code "20" (adult education).

## **Exited or Transfer Students**

All non-exempt students who have been actively enrolled in your district during the school year are required to be reported with at least one course. This includes students who exit or transfer into your district mid-year. Your district must determine when a student has been in attendance for a period of time long enough to warrant reporting course data to TSDL. As a rule of thumb, if the course would be noted in the student's CA60 or similar academic record, it should be reported to TSDL.

## **When Do We Report?**

The Teacher Student Data Link Collection occurs at the end of the school year. You must report all non-exempt students who had been actively enrolled in your district at some point during the school year. For the 2010-2011 school year, a second very short extension collection was added in early September to accommodate the submission of summer school courses by districts that were unable to include these data in the main collection. CEPI anticipates that a similar collection will be available for the 2011-2012 school year. Additional information will be provided in late fall/early winter 2012.

## **Component and Characteristic Details**

The following pages contain information about each MSDS component and specific information about the component and characteristic business rules. For additional information about data types and other technical definitions and requirements, please refer to the business rule spreadsheets found on the [2011-2012 Collection Component Matrix](#) and the [MSDS Technical Support Document](#), both located on the CEPI MSDS Web page.

## Adult Education Component

Report data related to a specific adult education program in which a student participates in the Adult Education component. Submit one Adult Education component for each distinct program. Report a participant in a maximum of three programs per adult education count period. Do not report the student with more than a total of 1.00 FTE per count period, regardless of how many programs (one, two or three) you have reported.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Adult Ed Funding	Value List	1	Required	No	1
Adult Ed Count Period	Value List	2	Required	No	1
Adult FTE	Decimal	3	Required	No	1
Adult FTE Program Code	Value List	4	Required	No	1
Diploma Status	Value List	5	Required	No	1

The screenshot shows a web-based form for entering data into the Adult Education component. At the top, there are buttons for 'Submit', 'Cancel', 'Select Component' (with a dropdown arrow), and 'Add Component'. Below these are tabs for 'Entity Demographics', 'Personal Demographics', 'Program Participation', and 'AdultEducation' (which is currently selected and highlighted in orange). The main area contains five data entry fields, each with a required asterisk (\*):

- \*Adult Ed Funding: A dropdown menu showing '2-Both State and Federal Funding'.
- \*Adult Ed Count Period: A dropdown menu showing 'SEP-September'.
- \*Adult FTE: A text input field containing '1.00'.
- \*Adult FTE Program Code: A dropdown menu showing '3313-General Education Development Preparation (GED)'.
- \*Diploma Status: A dropdown menu showing '3-No GED or Diploma'.

### Component Validation Rules

These rules apply to the Adult Education component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail portion of this section.

## **Program Participation Dependency**

We have removed the Program Eligibility Participation code for Adult Education (3310). Participation in an adult education program is now determined by the presence of the Adult Education component.

## **Grade Or Setting Dependency**

When you are reporting a student record that contains the Adult Education component, the Grade Or Setting characteristic in the Entity Demographics component of the record must contain code "20." Submitting any other code in this characteristic when the Adult Education component is included in the record will result in an error. Likewise, when you submit a record with code "20" in Grade Or Setting you must also include at least one Adult Education component.

## **Maximum Occurrence**

For each adult education count period (July, September, February and/or April), you may submit a maximum of three occurrences of the Adult Education component. The system will generate a record-level error if you submit more than three components for any one adult education count period.

Errors:			
Component	Characteristic	Error Description	Error Details
AdultEducation	Adult Ed Count Period	The Adult Education Component may be submitted up to 3 times for each AdultEdCountPeriod.	Values found: Adult Ed Count Period = SEP, Total Count= 4

## **Funding Source**

When a student record includes more than one component for an adult education count period, all components must contain the same funding source code in the Adult Ed Funding characteristic. The system will generate a record-level error if the reported components contain different values in the Adult Ed Funding characteristic for the same adult education count period.

Errors:			
Component	Characteristic	Error Description	Error Details
AdultEducation	Adult Ed Funding	Value reported in AdultEdFunding must be the same in each AdultEducation component submitted for any one AdultEdCountPeriod.	Values found: Adult Ed Count Period = SEP, Adult Ed Funding = 2, Adult Ed Funding = 1

## **Total FTE**

Do not exceed more than 1.00 in total submitted FTE for an adult education participant reported in any one adult education count period. You may report this all in one program or distribute it among up to three programs per adult education count period. If the total FTE submitted in

multiple Adult Education components for a single adult education count period is greater than 1.00, the system will generate a record-level error.

Errors:		
Component	Characteristic	Error Description
		Error Details
AdultEducation	Adult FTE	The combined value of all FTE for a collection period cannot be >1.00 Total Adult FTE: 1.5

## **Diploma Status**

Student records that include more than one component for an adult education count period must contain the same diploma status code in the Diploma Status characteristic in each component. The system will generate a record-level error if components reported for the same adult education count period contain different values in the Diploma Status characteristic.

Errors:		
Component	Characteristic	Error Description
		Error Details
AdultEducation	Diploma Status	Value reported in DiplomaStatus must be the same in each AdultEducation component submitted for any one AdultEdCountPeriod. Values found: Adult Ed Count Period = SEP, Diploma Status = 3, Diploma Status = 1

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Adult Ed Funding**

### **Characteristic System Name**

AdultEdFunding

### **Definition**

This characteristic contains the funding source or sources through which the adult education program is provided.

### **Use**

These data are used for compensation to the education/service provider.

### **Citation**

School Aid Act, MCL 388.1707

### **SRSD/MSDS Reference**

Field 98: Adult Education Participant Funding

### **Specification**

List of values (Choose from list).

Code	Text	Description
1	State Funded Only	Participant is eligible for State funded adult education programs only.
2	Both State and Federal Funded	Participant is eligible for both State and Federal funded adult education programs.

### **Instructions**

- Choose/enter the code that represents the funding source used for the adult education program and reporting period represented in this component.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component. You may not report blanks.
- You must report the same funding source throughout any one reporting period.

### **For example:**

You report an adult education participant for three separate programs for the September reporting period. The student record includes three separate Adult Education components, one for each program. The funding source given in the Adult Ed Count Period characteristic in each component must be consistent. So if you report the participant with funding source code 1 (state-funded) in one component for the SEP count period, then you must list code 1 in the Adult Ed Funding characteristic for all three components.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**  
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**Characteristic Tip**

*When you report more than one Adult Education Component for the count period for the participant, you must report the same funding source reported in each component.*

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## **Adult Ed Count Period**

### **Characteristic System Name**

AdultEDCountPeriod

### **Definition**

The adult education reporting period during which the student participated in the program reported.

### **Use**

These data are used for tracking and for compensation to the education/service provider.

### **Citation**

School Aid Act, MCL 388.1707

### **SRSD/MSDS Reference**

No direct reference. (Data were included in fields 99-102.)

### **Specification**

List of values (Choose from list).

Code	Text	Description
JUL	July	The adult education summer count period.
SEP	September	The adult education fall count period.
FEB	February	The adult education winter count period.
APR	April	The adult education spring count period.

### **Instructions**

- Choose/enter the appropriate code for which the participant is being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component.
- You may submit up to three Adult Education components with the same Adult Ed Count Period code.
- **You may not submit "JUL" or "SEP" in the Spring General Collection; otherwise a record level error will occur.**

### **State Of Michigan Contact**

#### **Department of Energy, Labor and Economic Growth**

Bureau of Workforce Transformation, Office of Adult Learning

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## **Adult FTE**

### **Characteristic System Name**

AdultFTE

### **Definition**

The full-time equivalency (FTE) that the participant spends in the adult education program reported. (Refer to Section 107 of the current State School Aid Act, the Michigan Department of Energy, Labor and Economic Growth's Adult Education Participant Accounting Manual and the Michigan Department of Education's Pupil Accounting Manual for FTE instructions.)

### **Use**

These data are used for tracking and for compensation to the education/service provider.

### **Citation**

School Aid Act, MCL 388.1707

### **SRSD/MSDS Reference**

No direct reference. (Data were included in fields 99-102.)

### **Specification**

Decimal number data type with a fixed length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

### **Instructions**

- Enter the total FTE for which the participant is eligible for this reporting period and adult education program.
- If you enter anything other than a decimal number, the system will generate a record-level error and will reject the file upon upload.
- If you enter a value greater than 0.00 and you reported the student with a code other than "19" in the District Exit Status characteristic, the system will generate a warning or an error, depending on the District Exit Date:
  - If the District Exit Date is on or after July 1 of the current school year, you will receive a warning. Please confirm that the student was enrolled during the Adult Ed. Count Period for which you are claiming FTE.
  - If the District Exit Date is before July 1 of the current school year, you will receive an error. You may not claim FTE for a student who exited your district prior to the start of the school year.
- You may use either tenths or hundredths, as long as your district is consistent in the use of either one.

- You are required to report this characteristic when you report the Adult Education component.

### **State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**  
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### **Characteristic Tip**

*For any one Adult Ed Count Period, you may proportionally report a total of 1.00 FTE under a maximum of three programs. You must be report each program in a separate Adult Education component.*

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## **Adult FTE Program Code**

### **Characteristic System Name**

AdultFTEProgramCode

### **Definition**

The adult education program in which the student participates.

### **Use**

These data are used for tracking and for compensation to the education/service provider.

### **Citation**

School Aid Act, MCL 388.1707

### **SRSD/MSDS Reference**

No direct reference. (Data were included in fields 99-102.)

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
3311	Adult Basic Education (ABE)	<p>The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate. The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.</p> <p>Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction.</p>
3312	English as a Second Language (ESL)	<p>The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.</p> <p>Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.</p>

Code	Text	Description
3313	General Education Development Preparation (GED)	<p>The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.</p> <p>Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.</p>
3314	High School Completion (HSC)	<p>The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with a GED may be enrolled.</p> <p>Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.</p>
3315	Job or Employment Training	<p>The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.</p> <p>The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.</p> <p>Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.</p>
3316	Michigan Career and Technical Institute (MCTI)	The participant is less than 20 years of age as of September 1, is enrolled in the Michigan Career and Technical Institute (MCTI) and must hold a high school diploma or GED certificate
3317	Participants permanently expelled under School Code Act 380.1311 or 380.1311A	Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.

## **Instructions**

- Choose/enter the code that represents the adult education program being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and will reject the file upon upload.
- You are required to report this characteristic when you report the Adult Education component.

## **Program specific Business Rules**

- **3311: Adult Basic Education (ABE)** - The participant must be 19 years of age or older as of Sept. 1 of the current school year. The participant must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant may not be reported with Diploma Status code 1 or 2 (must not hold a diploma or GED).
- **3312: English as a Second Language (ESL)** - If the participant is less than 20 years of age as of September 1 of the current school year, then the participant must have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must be reported with code 1 or 2 in the Diploma Status characteristic (must hold a diploma or GED).

If the participant is 20 years of age or older as of September 1 of the current school year, then the participant has no graduation, diploma or GED status restrictions (may have been reported with District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42 and/or may or may not hold a diploma or GED).

- **3313: General Education Development Preparation (GED)** - The participant must be 19 years of age or older as of Sept. 1 of the current school year and must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must not be reported with code 1 or 2 in the Diploma Status characteristic (must not hold a diploma or GED).
- **3314: High School Completion (HSC)** - If the participant is less than 20 years of age as of September 1 of the current school year, then the participant must not have been previously reported as having graduated (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The student must have completed a GED, and/or must be reported with code 1 in the Diploma Status characteristic (must hold a GED, must not hold a diploma).

If the participant is 20 years of age or older as of September 1 of the current school year, then the participant must not have been previously reported as having graduated

(District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant may or may not have completed a GED but must not hold a diploma (must be reported with Diploma Status code 2).

- **3315: Job or Employment Training** – The participant must be 20 years of age or older as of September 1 of the current school year and must have graduated with a high school diploma or completed a GED (Diploma Status code must be 1 or 2).
- **3316: Michigan Career and Technical Institute (MCTI)** - May only be reported by Operating District 08010 (Delton-Kellogg School District). The participant must be less than 20 years of age as of September 1 of the current school year and must have graduated with a high school diploma or completed a GED (Diploma Status code must be 1 or 2).
- **3317: Participants permanently expelled under School Code Act 380.1311 or 380.1311A** - The participant must be at least 16 but not yet 20 years of age as of September 1 of the current school year and must have been reported as expelled from the last district providing K-12 education (District Exit Status code 10 or Disciplinary Action code 5). The participant must not have been previously reported as having graduated or completing a GED (District Exit Status codes 01, 02, 03, 04, 05, 40, 41, or 42). A warning will be generated during the Quality Review process if the student has previously been reported with one of these District Exit Status codes. The participant must not be reported with code 1 or 2 in the Diploma Status characteristic (must not hold a diploma or GED).

#### **State Of Michigan Contact**

##### **Department of Energy, Labor and Economic Growth**

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#### **Characteristic Tip**

*You may report adult education participants with a maximum of three separate programs per Adult Ed Count Period. You must report each program in a separate Adult Education Component.*

## Diploma Status

### Characteristic System Name

DiplomaStatus

### Definition

The current educational status of the adult education participant. Indicate if the participant has graduated from the K-12 school system with a high school diploma or has completed a GED.

### Use

Used in the determination of eligibility for adult education programs.

### Citation

School Aid Act, MCL 388.1707

### SRSD/MSDS Reference

Field 109: Diploma/GED Status (State Membership)

### Specification

List of values (Choose from list).

Code	Text	Description
1	(GED)	Participant has received a General Educational Development certificate.
2	Diploma	Participant has received a High School Diploma.
3	No GED or Diploma	Participant has received neither a General Education Development certificate nor High School Diploma.

### Instructions

- Choose/enter the code which best represents the participant's current educational status.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must report the same code in Diploma Status in each Adult Education component submitted for any one Adult Ed Count Period.
- You are required to report this characteristic when you report the Adult Education component.

**State Of Michigan Contact**

**Department of Energy, Labor and Economic Growth**

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**Characteristic Tip**

*When you report more than one Adult Education component for the count period for the participant, the Diploma Status you report must be the same in each component.*

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## Advanced Accelerated Component

The Advanced Accelerated component is used to report data related to advanced and/or accelerated programs in which the student participates.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Program Model	Value List	1	Required	Yes	Unbounded (1 per code)*
Special Program Options	Value List	2	Required	Yes	Unbounded (1 per code)*

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

Program Model:	Options
01-Cluster Grouping in Regular Classroom	<input type="checkbox"/>
02-Self-Contained Class	<input type="checkbox"/>
03-Regular Class with IEP	<input type="checkbox"/>
04-Pullout Program	<input type="checkbox"/>

Special Program Options:	Options
01-Seminars	<input type="checkbox"/>
02-Mentorships	<input type="checkbox"/>
03-Advanced Placement	<input type="checkbox"/>
04-Independent Study	<input type="checkbox"/>

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### Program Participation Dependency

We have removed the Program Eligibility Participation code for Advanced Accelerated (3330). Participation in an advanced accelerated program is now determined by the presence of the Advanced Accelerated component.

## Primary Codes

This component is not multi-valued; however, you may submit both of the characteristics available through this component multiple times (up to once per code). If more than one occurrence of a characteristic is included, MSDS identifies the code contained in the first occurrence as the primary value for reporting purposes. When entering these data manually, users must identify the primary code by selecting the star next to the code.



You do not need to make sure that the codes contained in the Program Model and Special Program Options characteristics correspond to each other.

### **For example:**

A student participates in a Self-Contained Class (02), Pullout Program (04) and Resource Center (05). The program that s/he participates in the most is the Pullout Program, so that is the code that you will submit in the first occurrence of the Program Model characteristic. The student participates by means of a Correspondence Course (12) and Independent Study (04), which you report in Special Program Options. The primary type of study the student utilizes is Independent Study, therefore you submit code 04 first, followed by all other applicable codes in order by the amount of time the student spent utilizing the approach. For this example, the online form would look like the screenshot below.

The screenshot shows the 'Program Participation' tab of the MSDS interface. It contains two dropdown menus:

- \*Program Model:**
  - 01-Cluster Grouping in Regular Classroom (gray star)
  - 02-Self-Contained Class (yellow star, checked)
  - 03-Regular Class with IEP (gray star)
  - 04-Pullout Program (yellow star, checked)
- \*Special Program Options:**
  - 01-Seminars (gray star)
  - 02-Mentorships (gray star)
  - 03-Advanced Placement (gray star)
  - 04-Independent Study (yellow star, checked)

The Advanced Accelerated section of this student record in the XML file would look similar to this:

```
<AdvancedAccelerated>
  <ProgramModel>04</ProgramModel>
  <ProgramModel>05</ProgramModel>
  <ProgramModel>02</ProgramModel>
  <SpecialProgramOptions>04</SpecialProgramOptions>
  <SpecialProgramOptions>12</SpecialProgramOptions>
</AdvancedAccelerated>
```

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## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Program Model**

### **Characteristic System Name**

ProgramModel

### **Definition**

This is the type of advanced and/or accelerated program(s) in which the student participates.

### **Use**

The data is used for NCLB, MDE reporting and Michigan legislative annual reports.

### **Citation**

School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c

### **SRSD/MSDS Reference**

Field 69: Program Participation

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Cluster Grouping in Regular Classroom	The student is with a group of students identified as advanced and accelerated in a classroom purposefully organized to provide planned differentiated instruction most of the time.
02	Self-Contained Class	The student is in a classroom that consists only of students identified as advanced and accelerated, purposefully grouped so that planned differentiated instruction is provided to them all of the time.
03	Regular Class with IEP	The student is placed in a regular heterogeneous classroom, but with an individualized education program stating how instruction must be differentiated for him/her.
04	Pullout Program	The student is released from his/her regular classroom on a scheduled basis to work with a teacher who specializes in educating gifted students.
05	Resource Center	The student is in a location designated for study beyond that which is provided for in the regular classroom.
06	Teacher Consultant Services to Classroom Teacher	The student is receiving services from an educator who specializes in educating gifted students, who visits classrooms and who, upon request, offers appropriate strategies, curricular modifications and activities for use with gifted students.

Code	Text	Description
07	Academic and Career Counseling	The student receives planned activities, sessions and policies that assist him/her in planning his/her academic career in school and after high school.
08	Social/Emotional Counseling	The student receives activities, sessions and policies that assist him/her, when needed, with specific social/emotional needs.
09	Specialized School	The student is enrolled in a specialized academic or performing arts school, sometimes known as a "magnet school." These schools operate within local or intermediate school districts.
10	Specialized Activities	Any type of extracurricular activity, during or after school, not defined above.

### Instructions

- Choose/enter the code that represents the type of advanced and accelerated program being reported.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must submit at least one occurrence of this characteristic when you report the Advanced Accelerated component.
- You can submit a maximum of ten occurrences (one per code type) of this characteristic within the Advanced Accelerated component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the primary program code first, followed by any additional program codes in which the student is participating or has participated during the current school year. (Online entry: click on the star symbol to identify the primary program code)

### State Of Michigan Contact

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Samuel Sinicropi  
517-241-0439  
[SinicropiS@michigan.gov](mailto:SinicropiS@michigan.gov)

### Characteristic Tip

*When reporting multiple Program Model codes, verify that the first occurrence of this characteristic contains the code for the primary program model in which the student participated at any point during the current school year.*

## **Special Program Options**

**Characteristic System Name**  
SpecialProgramOptions

**Definition**

The educational approach used in the program for the student educational approach used in the program(s) reported in Program Model for the student.

**Use**

The data is used for NCLB, MDE reporting and Michigan legislative annual reports.

**Citation**

School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c

**SRSD/MSDS Reference**

Field 70: Special Program Options

**Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Seminars	The student is involved in planned sessions with a group of supervised students doing research or advanced study on a specific topic.
02	Mentorships	The student is involved in a program which pairs individual students with someone who has advanced skills and experience in a particular discipline and serves as a guide, advisor, counselor, and role model.
03	Advanced Placement	The student is involved in a college-level course provided at a secondary level for which students may receive college credit by examination (administered by the AP Program of the College Board).
04	Independent Study	The student chooses his/her own topic for research and investigation and receives varying degrees of supervision.
05	Flexible Scheduling	The student is involved in an administrative practice designed to allow him/her to access appropriate course work, e.g., travel time to high school for a middle school student, late arrival or early dismissal from classes.
06	Special Clubs	The student is involved in an organized opportunity for advanced and accelerated students during or after school.

<b>Code</b>	<b>Text</b>	<b>Description</b>
07	Course/Grade Acceleration	The student is involved in an administrative practice designed to allow him/her to progress through school grades at a rate faster than the average, e.g., early school entrance, content area acceleration, grade skipping, credit by examination, early graduation, etc.
08	Early Entrance to Kindergarten	The student is admitted to kindergarten prior to normal procedures.
09	Career Internship	The student is placed in a professional setting for a specified period to learn the skills of that profession.
10	Dual Enrollment	The high school student is dually enrolled, taking some college courses at a nearby college/university before graduation from school.
11	Early Graduation	The student completes high school requirements ahead of age-mates and is allowed to graduate at mid-year.
12	Correspondence Course	The student is enrolled in courses taken by correspondence through a college, university or other accredited institution.
13	International Baccalaureate	The student is participating in a rigorous, comprehensive program that enhances and extends the quality of the 11th- and 12th-grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, a foreign language, the social sciences, physical and life sciences, mathematics, and the arts.
14	Cross-District Cooperative	The student is involved with a group of students organized from several districts, which meets on a regular basis to provide course work/experiences beyond the established curriculum, e.g., advanced mathematics courses and creative writing.
15	Planned Intervention for Special Populations	The student is involved in appropriate course work and options for special-needs students, e.g., learning disabled/gifted, highly gifted, bilingual.
16	Options to Support Midwest Talent Search-Identified Students	The student is involved in advanced course work in mathematics and language arts, available for middle school students, dependent upon their SAT/ACT scores.
17	Academic Team Competition	The student is involved in an organized local, regional, state or national contest in a variety of subject areas.
18	Other	The student is involved in an option not described above.

## Instructions

- Choose/enter the code that represents the Special Program Option you're reporting.
- If you enter anything other than one of the codes listed, the system will generate a record-level error and the file will be rejected upon upload.
- You must submit at least one occurrence of this characteristic when you report the Advanced Accelerated component.
- You can submit a maximum of eighteen occurrences (one per code type) of this characteristic within the Advanced Accelerated component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the primary code first, followed by any additional Special Program Option codes in which the student is participating or has participated in during the current school year. (On-line entry: click on the star to identify the primary option code)



## State Of Michigan Contact

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Samuel Sinicropi  
517-241-0439  
[SinicropiS@michigan.gov](mailto:SinicropiS@michigan.gov)

## Characteristic Tip

*When reporting multiple Special Program Option codes, list the primary code first followed by additional codes in the order of the amount of time the student spent utilizing the approach.*

## Attendance Component

The Attendance component is used to collect data related to the student's possible and actual attendance for the current school year.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Days Attended	Whole Number	1	Required	No	1
Total Possible Attendance*	Whole Number	2	Required	No	1

\* The spelling error identified in the schemas for the 2009-2010 school year will not be corrected. The characteristic labels that are in the user interface have been corrected. We are continuing to evaluate options and will keep you informed if we find an acceptable solution that can be implemented. Please keep in mind that XML requires using the exact name specified.

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

#### What Counts as Attendance?

Count attendance for any part of the school day as a day in attendance. Report participation in half-day kindergarten, special education for preprimary-aged students (3-5 years of age), or any other pupil program as a day in attendance.

#### Attendance for Suspended or Expelled Students

Suspensions do not end a student's enrollment in the district. Therefore, consider the days suspended out-of-school absences and do not count them as Days Attended. Include days that school is in session during a student's out-of-school suspension in the Total Possible Attendance. Treat attendance for in-school suspensions as any other school day.

Expulsions may or may not result in the student enrollment ending with the district. If the enrollment ends, then the student no longer has any possible days of attendance. The days expelled for these students are then not absences. If an expelled student is still enrolled in the district, then report the attendance data appropriately, depending on the type of education services the student is receiving.

- If the student is enrolled in an alternative program, then Total Possible Attendance would include the days that the program is in session and the Days Attended would be the days the student actually sat in a chair at the program.
- If the student is in an off-site program (e.g., home based, community, seat-time waiver) then the Total Possible Attendance include the days scheduled for the instructor to meet with the student and the Days Attended include the number of those scheduled days that they actually met.

### **Students Educated Off-Site**

To report attendance data for students who are educated outside of the normal school setting (i.e., homebound or hospitalized students), include each day that services were offered as part of Total Possible Attendance. Include each day that services were received in Days Attended.

#### **For example:**

A homebound student is scheduled to meet with an instructor to receive services twice a week for a month. The student did not participate in the services two of those scheduled days. The four scheduled days would be added to Total Possible Attendance and the two days that student actually participated would be added to Days Attended.

### **Students Attending Multiple Buildings**

If a student transfers to a different school within the district during the school year, combine the attendance days across the different schools for reporting. (This means that you would consider attendance in either building as a day in attendance.) You may report attendance data for a student simultaneously attending two or more buildings within a district by using the method above (if there is only one record submitted for the student) or by submitting a separate record for each building. (NOTE: Refer to the Append/Replace section of Unit 1 of the [User Training Manual](#) for more information about submitting multiple records for a student within the district.)

If a student is enrolled in two different districts, then the Total Possible Attendance for each district would equal the expected/required days for each district only.

### **Students Enrolling After the Start of the School Year**

When a student enrolls after the first day of the school year, do not count the days preceding the enrollment date as absences or include them in Total Possible Attendance.

## Exiting Students

You are required to submit the Attendance component when a student has exited the district (District Exit Status not equal to "19" in the Entity Demographics component) after the start of the current school year (District Exit Date after September 1 of the current school year). The system will generate a record-level error when you submit an exiting student without an Attendance component who does not meet one of the criteria for exemption listed at the end of this section.

Note that this message now appears as an error, not a warning. You must correct all errors before you will be allowed to certify.											
<b>Errors:</b> <table border="1"> <thead> <tr> <th>Component</th> <th>Characteristic</th> <th>Error Description</th> <th>Error Details</th> </tr> </thead> <tbody> <tr> <td>Entity Demographics</td> <td>Student Residency</td> <td>Attendance component is required unless you have a Grade or Setting of 30; a Student Residency of 04, 07, 08, 09, 12, 13, or 15; or a Program Eligibility Participation of 3310.</td> <td>The Attendance component is required.</td> </tr> </tbody> </table>				Component	Characteristic	Error Description	Error Details	Entity Demographics	Student Residency	Attendance component is required unless you have a Grade or Setting of 30; a Student Residency of 04, 07, 08, 09, 12, 13, or 15; or a Program Eligibility Participation of 3310.	The Attendance component is required.
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## Exiting Students between School Years

You must exit students from MSDS whom you reported at the end of the previous school year as continuing (District Exit Status = "19") but who do not return for the new school year. You can accomplish this in either the Student Record Maintenance Collection or Fall General Collection. When you are reporting a student with a District Exit Date of September 1 of the current school year or earlier, you are not required to report an Attendance component. This is because the student's attendance for the previous school year has already been recorded and he or she has no attendance for the current school year. If you report the student with a District Exit Date after September 1 of the current school year but before the fall legislated pupil membership count date, you must include the Attendance component in the student record. (NOTE: If your local student information system will not allow you to exit students with a date prior to the beginning of the school year, you can submit an Attendance component showing the student had both zero days possible and attended. To do this, the exit date must be between September 1 and the count date.)

## End-of-Year General Collection

You are required to submit the Attendance Component for all students reported in the End-of-Year General Collection. Remember that attendance data are cumulative for the entire school year, not only for the reporting period. Failure to include this component will result in a file-level error.

## **Exempt Students**

Attendance data are not required to be reported for students who meet one of the following criteria:

- **Adult education participant** – the student is reported with at least one Adult Education component.
- **Early childhood participant** – the student is reported in grade "30" (Early childhood) in the characteristic Grade or Setting in the Entity Demographics component. This includes children with disabilities participating in early childhood special education programs or services.
- **Non-public student** - student reported with code "04" (Non-resident non-public school student) or "08" (resident non-public school student) in the Student Residency characteristic in the Entity Demographics component.
- **Juvenile detention student** – student is reported with either code "09" (Section 24 juvenile detention facility) or "12" [Section 6(4)(d) non-special education juvenile detention] in the Student Residency characteristic in the Entity Demographics component.
- **Home-schooled students** – student is reported with either code "07" (Home-schooled non-resident) or "15" (Home-schooled resident) in the Student Residency characteristic in the Entity Demographics component.
- **Student with disabilities receiving special education programs/services served by a Department of Community Health (DCH) facility** – student is reported with code "13" (Students with emotional impairments who are served by a DCH facility) in the Student Residency characteristic in the Entity Demographics component.
- **Student exiting the district prior to the start of the current school year** – student is reported with a District Exit Date of September 1 of the current school year or earlier.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Days Attended**

### **Characteristic System Name**

DaysAttended

### **Definition**

The total number of days that the student actually attended or received educational services. (NOTE: This characteristic does not address instructional days or clock hours.)

### **Use**

These data are used in part for determination of AYP.

### **Citation**

School Aid Act, MCL 388.1704a; Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

Field 21: Attendance

### **Specification**

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

### **Instructions**

- Enter the whole number (zero-365) that represents the number of days that the student actually attended class or received educational services.
- If you enter anything other than a whole number, zero through 365, the system will generate a record-level error and the file will be rejected upon upload.
- You are required to submit this characteristic when you report the Attendance component.
- You must submit a value less than or equal to the number submitted in the Total Possible Attendance characteristic.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*Attendance data are cumulative, starting with the first through the last day the student attends.*

## Total Possible Attendance

### Characteristic System Name

TotalPossibleAttendance

(We will not be correcting the spelling error identified in the schemas for the 2009-2010 school year. We have corrected the characteristic labels that are in the user interface. We are continuing to evaluate options and will keep you informed if we find an acceptable solution. Please keep in mind that XML requires using the exact name specified.)

### Definition

The total number of days that education services were available to the student. This is a cumulative number, from the first day the student could have attended (i.e. the first day of the school year, the date of new enrollment, or the beginning of a program [e.g., summer school]) through the last day of attendance (last day of school year, enrollment or program). For additional information about enrollment refer to the characteristic Enrollment Date in the Entity Demographics component. (NOTE: This characteristic does not address instructional days or clock hours.)

### Use

These data are used in part for determination of AYP.

### Citation

School Aid Act, MCL 388.1704a; Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 20 USC 6311

### SRSD/MSDS Reference

Field 21: Attendance

### Specification

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

### Instructions

- Enter the whole number (zero-365) that represents the number of days that education services were available to the student.
- If you enter anything other than a whole number, zero through 365, the system will generate a record-level error and the file will be rejected upon upload.
- You are required to report this characteristic when you report the Attendance component.

- You must submit this characteristic with a value equal to or greater than the number submitted in the Days Attended characteristic.
- You must submit a value greater than zero in this characteristic when you report it for a student who has exited the district and the District Exit Date characteristic in the Entity Demographics component contains a date that is after the fall legislated pupil membership count date.
- ***Special note for exiting students in the fall whom were reported at the end-of-year as expected to continue: If your local SIS requires you to enter an exit date that is later than September 1, you may submit an Attendance component showing the student had both zero days possible and attended, as long as the exit date prior to the fall count date. You should report attendance data this way only when the student did not attend during the current school year.***
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*Attendance data are cumulative, starting with the first day a student could attend through the last day the student could attend.*

## **Disciplinary Consequence Component RETIRED**

This component has been retired and replaced with the new Discipline Component.

~~Report the same data for general education and special education students in the disciplinary components in MSDS that you would have reported in SRSD. We have combined what were previously known as the "Structure for Student Expulsion" and the "Structure for Special Education Disciplinary Action Fields" sections of the SRSD, as well as the data reported within those fields.. We use the Disciplinary Consequence component to report the assigned discipline that results from an event in which the behavior of a student or students warranted administrative intervention. Students may experience multiple consequences as a result of any one incident. (See the Disciplinary Incident component for a more detailed explanation.)~~

### **Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Incident ID	Text free form	1	Required	No	1
Disciplinary Action	Value list	2	Required	No	1
Start Of Action	Date	3	Required	No	1
Length Of Action	Decimal Number	4	Required	No	1
Fellow Up	Value List	5	Conditional	Yes	Unbounded (1 per code)*

## Disciplinary Incident Component RETIRED

This component has been retired and replaced with the new Discipline Component.

The disciplinary components in MSDS collect the same data that were collected in SRSD for general education and special education students. The data that were previously collected in the "Structure for Student Expulsion" and the "Structure for Special Education Disciplinary Action Fields" sections of the SRSD are now combined. The Disciplinary Incident component is used to report an event in which the behavior of a student or students warranted administrative intervention. There should only be one Disciplinary Incident component submitted for an event.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Incident ID	Text free form	1	Required	No	1
Date Of Incident	Date	2	Required	No	1
Incident Type	Value List	3	Required	No	1
Location Of Incident	Value List	4	Conditional	No	1
Time Of Incident	Value List	5	Conditional	No	1
Estimated Cost Property Damage	Whole Number (integer)	6	Conditional	No	1
Primary Victim Of Incident	Value List	7	Conditional	No	1

## NEW Discipline Component

The Discipline Component replaces the Disciplinary Incident and Disciplinary Consequence Components. You will now report all discipline data related to a single incident in this component. The data collected in the new Discipline Component are the same as what were collected in the two retired components, with the following exceptions.

These characteristics have been retired without replacements:

- Location Of Incident
- Time Of Incident
- Estimated Cost Of Property Damage
- Primary Victim Of Incident

These characteristics have been retired and replaced:

- Disciplinary Action – these data are now collected in the Initial Consequence, Secondary Consequence and Other Consequence characteristics
- Start Of Action – these data are now collected in the Initial Start Date, Secondary Start Date and Other Start Date characteristics
- Length Of Action - these data are now collected in the Initial Days, Secondary Days and Other Days characteristics

These characteristics have been added:

- Serious Bodily Injury
- Sexual Assault

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Incident ID	Text free form	1	Required	No	1
Date of Incident	Date	2	Required	No	1
Incident Type	Value list	3	Required	No	1
NEW Serious Bodily Injury	Yes/No	4	Optional	No	1
NEW Sexual Assault	Yes/No	5	Optional	No	1
NEW Initial Consequence Type	Value list	6	Required	No	1
NEW Initial Days	Decimal Number	7	Required	No	1
NEW Initial Start Date	Date	8	Required	No	1
NEW Secondary Consequence Type	Value list	9	Conditional	No	1
NEW Secondary Days	Decimal Number	10	Conditional	No	1
NEW Secondary Start Date	Date	11	Conditional	No	1
NEW Other Consequence Type	Value list	12	Conditional	No	1
Other Days	Decimal Number	13	Conditional	No	1
NEW Other Start Date	Date	14	Conditional	No	1
Follow Up	Value list	15	Conditional	No	Unbounded*

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more one occurrence of each code on the value list.

School Demographics	Personal Demographics	Enrollment	Membership	GeneralEdFTE	Discipline	Special Education
						X
*Incident ID: <span style="color: red;">?</span>	1112-003					
*DateOfIncident: <span style="color: red;">?</span>	9/20/2011	<input type="button" value="Calendar"/>				
*Incident Type: <span style="color: red;">?</span>	56-Other					
Serious Bodily Injury: <span style="color: red;">?</span>	Select Yes/No	<input type="button" value="Down"/>				
Sexual Assault: <span style="color: red;">?</span>	Select Yes/No	<input type="button" value="Down"/>				
*Initial Consequence Type: <span style="color: red;">?</span>	1-In-School Suspension					
*Initial Days: <span style="color: red;">?</span>	0.5					
*Initial Start Date: <span style="color: red;">?</span>	9/20/2011	<input type="button" value="Calendar"/>				
Secondary Consequence Type: <span style="color: red;">?</span>	2-Out-Of-School Suspension					
Secondary Days: <span style="color: red;">?</span>	2.0					
SecondaryStartDate: <span style="color: red;">?</span>	9/21/2011	<input type="button" value="Calendar"/>				
Other Consequence Type: <span style="color: red;">?</span>	Please Select					
Other Days: <span style="color: red;">?</span>						
Other Start Date: <span style="color: red;">?</span>		<input type="button" value="Calendar"/>				
FollowUp: <span style="color: red;">?</span>	<input type="checkbox"/> 20-Placed in an alternative education school <input checked="" type="checkbox"/> 21-Instructional services at home <input type="checkbox"/> 22-Instructional services in community/non-school location <input type="checkbox"/> 23-Education provided by another district or agency (DHS, CMH, DCH)					

## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## What Incidents Are Reported?

Incidents resulting in an expulsion are required to be submitted for all students (general education and special education). In addition, for any student with an active IEP report all incidents resulting in the student's removal from his/her usual education setting for one half of the school day or longer. The following outline identifies the reporting requirements for specific disciplinary actions.

- For a student **without** an active IEP at the time of the incident:
  - **Expulsions** are **required** to be reported.
  - **In-school suspensions** are **not required**, but may be reported (optional).
  - **Out-of-school suspensions** are **not required**, but may be reported (optional).
  - Disciplinary Action types "3" or "4" (Removal By Hearing Officer and Unilateral Removal) **are not permitted**.
  
- For a student **with an active IEP** at the time of the incident:
  - **Expulsions** of any length are **required** to be reported.
  - **In-school suspensions** of one-half school day or longer are **required** to be reported.
  - **Out-of-school suspensions** of one-half school day or longer are **required** to be reported.
  - **Disciplinary Action types "3" or "4"** (Removal By Hearing Officer and Unilateral Removal) **are required** to be reported.

### Assigning Incident Identification Codes

Think of the incident identification code as the UIC for the event. This code is used to track disciplinary data associated with the event, including all students who served an associated consequence. Your district may choose to keep incident identification codes unique within the district or building. At a minimum, the MSDS expects the code reported in the Incident ID characteristic to be unique for the school year within the reported School Facility Number for the student. If an Incident ID code is reported more than once for a student in the same school year and in the same School Facility Number, CEPI and MDE will use the last reported data for reporting purposes. For example:

In the Fall General Collection contains the record below:

School Demographics		Personal Demographics		Enrollment		Membership		GeneralEdFTE		Discipline		Special Education	
*Incident ID: <input type="text" value="1112-003"/>		*DateOfIncident: <input type="text" value="9/20/2011"/> <input type="button" value="Calendar"/>		*Incident Type: <input type="text" value="56-Other"/>		Serious Bodily Injury: <input type="checkbox"/>		Sexual Assault: <input type="checkbox"/>		*Initial Consequence Type: <input type="text" value="1-In-School Suspension"/>		*Initial Days: <input type="text" value="0.5"/>	
*Initial Start Date: <input type="text" value="9/20/2011"/> <input type="button" value="Calendar"/>		Secondary Consequence Type: <input type="text" value="2-Out-Of-School Suspension"/>		Secondary Days: <input type="text" value="2.0"/>		SecondaryStartDate: <input type="text" value="9/21/2011"/> <input type="button" value="Calendar"/>		Other Consequence Type: <input type="text" value="Please Select"/>		Other Days: <input type="text"/>		Other Start Date: <input type="text"/>	
FollowUp: <input type="checkbox"/>		<input type="checkbox"/> 20-Placed in an alternative education school		<input checked="" type="checkbox"/> 21-Instructional services at home		<input type="checkbox"/> 22-Instructional services in community/non-school location		<input type="checkbox"/> 23-Education provided by another district or agency (DHS, CMH, DCH)					

In the Spring General Collection the same student is reported in the same building with the Discipline Component below:

The screenshot displays the 'Discipline' tab of the MSDS application. The form contains the following data:

- \*Incident ID: 1112-003
- \*DateOfIncident: 12/16/2011
- \*Incident Type: 60-Physical Violence with injury
- Serious Bodily Injury: Yes
- Sexual Assault: Select Yes/No
- \*Initial Consequence Type: 2-Out-Of-School Suspension
- \*Initial Days: 10
- \*Initial Start Date: 12/19/2011
- Secondary Consequence Type: 3-Removal By Hearing Office (Special Ed Participant Only)
- Secondary Days: 45
- Secondary Start Date: 1/2/2012
- Other Consequence Type: Please Select
- Other Days:
- Other Start Date:
- FollowUp:
  - 20-Placed in an alternative education school
  - 21-Instructional services at home
  - 22-Instructional services in community/non-school location
  - 23-Education provided by another district or agency (DHS, CMH, DCH)

Because both components were reported with the same code in the Incident ID characteristic, Incident ID 1112-003 would be counted as an incident of physical violence resulting in serious bodily injury. The associated consequences would be an out-of-school suspension for 10 days and a Removal by Hearing Officer. The original data reported for this Incident ID code will continue to appear in the student's history record, however for all reporting purposes only the most recently certified record will be counted.

### **Reporting Multiple Incidents Per Student**

You may report an unlimited number of Disciplinary components per student record in a single collection. However, each occurrence of the component must be associated with a different event and must contain an Incident ID code that is unique within the record.

### **What Disciplinary Consequences Are Reported?**

MSDS collects five disciplinary action types. Do not report any disciplinary action that does not fall into one of these types. The Michigan Department of Education has provided the following definitions that may assist you:

- **In-School Suspension** – Instances in which a student is temporarily removed from his/her usual educational setting for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. **Do not include suspensions that are less than one half of a school day or detentions served outside of the regular school day.**

- **Out-of-School Suspension** – Instances in which a child is temporarily removed from his/her usual school to another setting (e.g. home, behavior centers). For students with active IEPs, this includes removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. **Do not include suspensions that are less than half of a school day.**
- **Removal by a Hearing Officer** – Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
- **Unilateral Removal to an Interim Alternative Educational Setting** – [34 CFR 300.530(g)(1)-(3)] [20 U.S.C. 1415(k)(1)(G)(i)-(iii)] "School personnel (not the IEP team) *may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:*
  - *carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State educational agency (SEA) or a local educational agency (LEA);*
  - *knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; or,*
  - *has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA."*

The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement. Be sure to report the correct Incident Type code for incidents that result in a Unilateral Removal.

- **Removal for Weapons**– Incidents resulting in a Unilateral Removal for weapons must be reported with one of the following Incident Type codes:

**20** – Firearm Possession - Handgun  
**21** – Firearm Possession - Rifle/Shotgun  
**22** – Firearm Possession - Other Firearms  
**23** – Other Dangerous Weapons

- **Removal for Drugs**– Incidents resulting in a Unilateral Removal for drugs are defined by IDEA as those that involve the use, possession, sale, or

solicitation of drugs and must be reported with one of the following Incident Type codes:

- 30 – Illicit Drugs**
- 31 – Alcohol**

- **Removal for Serious Bodily Injury** –The definition of serious bodily injury per the United States code paragraph (3) of subsection (h) of section 1365 of title 18 [34 CFR 300.530(i)(3)] [20 U.S.C. 1415(k)(7)(D)]:

"(3) the term "serious bodily injury" means bodily injury which involves—  
*(A) a substantial risk of death;*  
*(B) extreme physical pain;*  
*(C) protracted and obvious disfigurement; or*  
*(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty"*

Incidents resulting in a Unilateral Removal for serious bodily injury should be reported with the Incident Type code "60" (Physical Violence with injury) and with a positive value in the Serious Bodily Injury characteristic (Boolean data type).

- **Expulsion** – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

### **Reporting Multiple Disciplinary Actions**

At times a student may experience multiple disciplinary actions from a single event (incident). For example, the student might receive an in-school suspension for greater than one-half of a school day, and also have two-day out-of-school suspension. Both events should be recorded, even though there was only one precipitating action. Report the first consequence (in-school suspension) in the Initial Consequence characteristics and the subsequent consequence (out-of-school suspension) in the Secondary Consequence characteristics. Should a third consequence occur for the same incident, report these data in the Other Consequence characteristics. CEPI strongly recommends that you wait until all consequences have been determined for an incident before reporting the Discipline Component.

**NOTE:** *Initial Consequence data are required whenever the Discipline component is submitted, even if you are submitting additional consequences after already reporting the first consequence. You cannot submit Secondary Consequence data without also reporting Initial Consequence information. Likewise, you cannot submit the details of a third consequence (Other Consequence) without Secondary Consequence data.*

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

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## **Incident ID**

### **Characteristic System Name**

IncidentID

### **Definition**

Identifier assigned by the operating district to the precipitating incident as reported in Disciplinary Incident component.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

None

### **Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 10

### **Instructions**

- Enter the assigned identifier that represents the event/behavioral incident that resulted in this disciplinary action.
- This characteristic is required when the Discipline component is reported.
- NOTE: Incident ID codes must be unique for the school year within the entity reported in School Facility Number for the associated date (Date of Incident) and type of incident (Incident Type).

### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Grants Coordination and School Support,  
Coordinated School Health and Safety Programs Unit**

Bob Higgins

517-241-4284

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DRAFT

## Date of Incident

### Characteristic System Name

DateOfIncident

### Definition

This is the date that the incident resulting in disciplinary action occurred (not the date the consequence was assigned).

### Use

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### Citation

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### SRSD/MSDS Reference

No direct reference; similar to Field 112: Date Incident Occurred.

### Specification

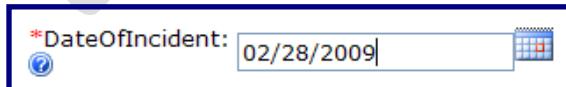
Date (only); CCYY-MM-DD

### Instructions

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

<DateOfIncident>2009-02-28</DateOfIncident>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.



A screenshot of a web form input field. The field is labeled "\*DateOfIncident:" and contains the value "02/28/2009". To the right of the input field is a small calendar icon with a plus sign, indicating a date picker or calendar function.

- This characteristic is required when the Discipline component is reported.
- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support,**  
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**Characteristic Tip**

*This is not the date the consequence was assigned but the date that the incident actually occurred.*

## **Incident Type**

### **Characteristic System Name**

IncidentType

### **Definition**

The nature of the event or behavioral incident that precipitated the reported disciplinary action.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

Field 115: Incident Type

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
20	Firearm Possession - Handgun	Use or possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand.
21	Firearm Possession - Rifle/Shotgun	Use of a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of or a single projectile.
22	Firearm Possession - Other than Handgun, Rifle or Shotgun	Use of a firearm other than a handgun or a rifle/shotgun, including any weapon converted to expel a projectile; any explosive, incendiary, poison gas, bomb, grenade, rocket/missile, mine, or similar device as defined in the Gun-Free Schools Act.
23	Other Weapon Possession	Use of a dagger, dirk, stiletto, knife with blade over three inches in length, pocket knife opened by mechanical device, iron bar or brass knuckles as defined in Section 380.1313 of the MCL.

Code	Text	Description
30	Illicit Drug	<p>Drug-related incidents are events involving possession or use of substances (including steroids, all prescription drugs for which the student does not have a prescription and inappropriate use of nonprescription drugs and other substances). Drug-related incidents will include the following:</p> <ul style="list-style-type: none"> <li>• Possession or use of marijuana, hashish, or other cannabinoids on school grounds.</li> <li>• Other illicit drugs possession or use on school grounds.</li> <li>• Being under the influence of marijuana or illicit drugs on school grounds.</li> <li>• Inappropriate use of medication on school grounds.</li> <li>• Trafficking or possession for sale of marijuana or other illicit drugs on school grounds.</li> </ul> <p><b>Do not include tobacco.</b></p>
31	Alcohol	<p>Alcohol-related incidents are incidents where students:</p> <ul style="list-style-type: none"> <li>• Possess or use alcohol on school grounds.</li> <li>• Were under the influence of alcohol on school grounds.</li> </ul>
44	Bomb or Similar Threat	<p>Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property, or to harm students or staff.</p>
55	Arson	<p>To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device as defined in Sections 750.71 to 750.80 of the Michigan Compiled Laws.</p>
56	Other	<p>Behaviors not covered by another code that result in disciplinary action.</p>
60	Physical Violence with injury	<p>Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.</p>
61	Physical Violence without injury	<p>Confrontation, tussle, or physical aggression that does not result in injury.</p>
62	Tobacco	<p>Tobacco possession or use on school grounds.</p>

## **Instructions**

- Enter/choose the code that best represents the nature of the incident being reported. In cases where there is more than one discipline reason, for example, weapons possession and violent incident with physical injury, report the most serious reason for removal. use the following hierarchy for the most serious reason for the removal:
  - Violence with physical injury
  - Violence without physical injury
  - Weapons possession
  - Drugs
  - Alcohol
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Discipline component is reported.

## **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support,**  
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## **NEW Serious Bodily Injury**

### **Characteristic System Name**

SeriousBodilyInjury

### **Definition**

Indicate if when the Incident Type involved physical violence with injury and the injury inflicted meets the definition of Serious Bodily Injury per the United States Code paragraph (3) of subsection (h) of section 1365 of title 18:

"(3) the term "serious bodily injury" means bodily injury which involves—  
(A) a substantial risk of death;  
(B) extreme physical pain;  
(C) protracted and obvious disfigurement; or  
(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty;"

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

None.

### **Specification**

Boolean (true, false, 1, 0) (XML)  
○ Yes/No (online entry) – Default value is "No"

### **Instructions**

- When the code reported in Incident Type is "60" (Physical Violence with injury) or "61" (Physical Violence without injury) and incident involved sexual assault, report this characteristic with a positive value (true, false, 1, 0, Yes/No).
- This characteristic is not allowed when the code reported in Incident Type is **not** "60" (Physical Violence with injury) or "61" (Physical Violence without injury); an error will occur otherwise.

**State Of Michigan Contact**

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**Characteristic Tip**

*It is not necessary to report this characteristic with a negative value when an incident of physical violence with or without injury is reported and the injury does not involve sexual assault. You are only required to report this characteristic when sexual assault has occurred.*

## **NEW Sexual Assault**

### **Characteristic System Name**

SexualAssault

### **Definition**

Indicate if when an incident of physical violence involved oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.

### **Use**

These data are used for tracking and for federal IDEA reporting.

### **Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

None.

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- When the code reported in Incident Type is "60" (Physical Violence with injury) and the injury meets the criteria for Serious Bodily Injury, report this characteristic with a positive value (true, false, 1, 0, Yes/No).
- This characteristic is not allowed when the code reported in Incident Type is **not** "60" (Physical Violence with injury); an error will occur otherwise.

### **State Of Michigan Contact**

**Michigan Department of Education**

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**Characteristic Tip**

*It is not necessary to report this characteristic with a negative value when an incident of Physical Violence with or without injury is reported and did not involve sexual assault. You are only required to report this characteristic when sexual assault has occurred.*

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## **NEW Initial Consequence**

### **Characteristic System Name**

InitialConsequence

### **Definition**

The type of discipline that was assigned to the student as a result of the event/behavioral incident reported.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

Retired MSDS characteristic Disciplinary Action

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	In-School Suspension	Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than one half of a school day. Do not include detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than one half of a school day.

<b>Code</b>	<b>Text</b>	<b>Description</b>
3	Removal By Hearing Officer	(Special education participants only) Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than forty-five (45) school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

#### **Instructions**

- Enter/choose the code that represents the disciplinary action being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Discipline component is reported.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education component with a valid code in Primary Disability) will generate a record-level error.

#### **State Of Michigan Contact**

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**Characteristic Tip**

*Disciplinary actions other than the five types listed in the MSDS are not reported. It is up to each district to determine when an action falls into one of the categories listed.*

DRAFT

## **NEW Initial Days**

### **Characteristic System Name**

InitialDays

### **Definition**

The number of days assigned for the Initial Consequence.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD Reference**

No direct SRSD reference; similar to Field 114: Length of Expulsion  
Retired MSDS characteristic Length of Action

### **Specification**

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

### **Instructions**

- This characteristic is required when the Discipline Consequence component is reported.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error and the file will be rejected on upload.
- When the student has been expelled (Initial Consequence = "5") then the Initial Days must be less than or equal to 185 or "888". (Initial Days <= 185 or = "888")
- When the student is not being expelled (Initial Consequence = "5") then the Initial Days must be at least 0.5 (> 0.5).
- When a student with disabilities receiving special education programs or services is reported as being removed by a hearing officer or having a unilateral removal (Initial Consequence = "3" or "4") then this characteristic must be less than or equal to 45. (Initial Days <= 45)

**State Of Michigan Contact**

**Michigan Department of Education**  
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**Characteristic Tip**

*Disciplinary actions lasting less than ½ day should not be reported. This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than or greater than 888 are not accepted.*

## **NEW Initial Start Date**

### **Characteristic System Name**

InitialStartDate

### **Definition**

This is the first day the student began serving the Initial Consequence (not the date the consequence was assigned).

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

No direct SRSD reference; similar to Field 113: Date Expelled Retired MSDS characteristic Start of Action

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

```
<StartOfAction>2009-02-28</StartOfAction>
```

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.

*Start Of Action:	<input type="text" value="02/28/2009"/>	
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- This characteristic is required when the Discipline component is reported.
- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.

- The date reported in this characteristic must be after the student's date of enrollment in the operating district. (Initial Start Date > District Enrollment Date)
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit. (Initial Start Date < District Exit Date)
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Initial Start Date => Date of Incident)

#### **State Of Michigan Contact**

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#### **Characteristic Tip**

*This is not the date the consequence was assigned but the first day the student began serving this consequence.*

## **NEW Secondary Consequence**

### **Characteristic System Name**

SecondaryConsequence

### **Definition**

When a second consequence is assigned as a result of the event/behavioral incident reported indicate the type of discipline that was assigned to the student.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

Retired MSDS characteristic Disciplinary Action

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	In-School Suspension	Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than one half of a school day. Do not include detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than one half of a school day.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than forty-five (45) school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

**Instructions**

- When this characteristic is reported, Initial Consequence is also required. Enter/choose the code that represents the disciplinary action being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education component with a valid code in Primary Disability) will generate a record-level error.

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Grants Coordination and School Support,  
Coordinated School Health and Safety Programs Unit**  
 Bob Higgins  
 517-241-4284  
[HigginsR@michigan.gov](mailto:HigginsR@michigan.gov)

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

DRAFT

## **NEW Secondary Days**

### **Characteristic System Name**

SecondaryDays

### **Definition**

The number of days assigned for the Secondary Consequence.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD Reference**

No direct SRSD reference; similar to Field 114: Length of Expulsion  
Retired MSDS characteristic Length of Action

### **Specification**

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

### **Instructions**

- This characteristic is required when the Secondary Consequence characteristic is reported.
- This characteristic is not allowed if the Secondary Consequence characteristic is not reported.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error and the file will be rejected on upload.
- When the student has been expelled (Secondary Consequence = "5") then the Secondary Days must be less than or equal to 185 or "888". (Secondary Days <= 185 or = "888")
- When the student is not being expelled (Secondary Consequence = "5") then the Secondary Days must be at least 0.5 (> 0.5).
- When a student with disabilities receiving special education programs or services is reported as being removed by a hearing officer or having a unilateral removal (Secondary Consequence = "3" or "4") then this characteristic must be less than or equal to 45. (Secondary Days <= 45)

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support**  
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517-241-4284  
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**Michigan Department of Education**  
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**Characteristic Tip**

*Disciplinary actions lasting less than ½ day should not be reported. This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than or greater than 888 are not accepted.*

## **NEW Secondary Start Date**

### **Characteristic System Name**

SecondaryStartDate

### **Definition**

This is the first day the student began serving the Secondary Consequence (not the date the consequence was assigned).

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

No direct SRSD reference; similar to Field 113: Date Expelled Retired MSDS characteristic Start of Action

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

<StartOfAction>2009-02-28</StartOfAction>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.

\*Start Of Action:  

- This characteristic is required when the Secondary Consequence characteristic is reported.
- This characteristic is not allowed when the Secondary Consequence characteristic is not reported.

- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.
- The date reported in this characteristic must be after the student's date of enrollment in the operating district. (Secondary Start Date > District Enrollment Date)
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit. (Secondary Start Date < District Exit Date)
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Secondary Start Date => Date of Incident)

**State Of Michigan Contact**

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**Office of Grants Coordination and School Support**  
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517-241-4284  
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## NEW Other Consequence

### Characteristic System Name

OtherConsequence

### Definition

When a third consequence is assigned as a result of the event/behavioral incident reported indicate the type of discipline that was assigned to the student.

### Use

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### Citation

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### SRSD/MSDS Reference

Retired MSDS characteristic Disciplinary Action

### Specification

List of values (Choose from list).

Code	Text	Description
1	In-School Suspension	Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than one half of a school day. Do not include detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is ten (10) days or less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than one half of a school day.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than forty-five (45) school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than forty-five (45) school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

**Instructions**

- When this characteristic is reported, Secondary Consequence is also required. Enter/choose the code that represents the disciplinary action being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education component with a valid code in Primary Disability) will generate a record-level error.

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Grants Coordination and School Support,  
Coordinated School Health and Safety Programs Unit**  
 Bob Higgins  
 517-241-4284  
[HigginsR@michigan.gov](mailto:HigginsR@michigan.gov)

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DRAFT

## **NEW Other Days**

### **Characteristic System Name**

OtherDays

### **Definition**

The number of days assigned for the Other Consequence.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD Reference**

No direct SRSD reference; similar to Field 114: Length of Expulsion  
Retired MSDS characteristic Length of Action

### **Specification**

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

### **Instructions**

- This characteristic is required when the Other Consequence characteristic is reported.
- This characteristic is not allowed if the Other Consequence characteristic is not reported.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error and the file will be rejected on upload.
- When the student has been expelled (Other Consequence = "5") then the Other Days must be less than or equal to 185 or "888". (Other Days <= 185 or = "888")
- When the student is not being expelled (Other Consequence = "5") then the Other Days must be at least 0.5 (> 0.5).
- When a student with disabilities receiving special education programs or services is reported as being removed by a hearing officer or having a unilateral removal (Other Consequence = "3" or "4") then this characteristic must be less than or equal to 45. (Other Days <= 45)

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support**  
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517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

**Characteristic Tip**

*Disciplinary actions lasting less than ½ day should not be reported. This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than or greater than 888 are not accepted.*

## **NEW Other Start Date**

### **Characteristic System Name**

OtherStartDate

### **Definition**

This is the first day the student began serving the Other Consequence (not the date the consequence was assigned).

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

No direct SRSD reference; similar to Field 113: Date Expelled Retired MSDS characteristic Start of Action

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD Sample:

<StartOfAction>2009-02-28</StartOfAction>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.

\*Start Of Action:  

- This characteristic is required when the Other Consequence characteristic is reported.
- This characteristic is not allowed when the Other Consequence characteristic is not reported.

- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.
- The date reported in this characteristic must be after the student's date of enrollment in the operating district. (Other Start Date > District Enrollment Date)
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit. (Other Start Date < District Exit Date)
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Other Start Date => Date of Incident)

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support**  
**Coordinated School Health and Safety Programs Unit**  
Bob Higgins  
517-241-4284  
[HigginsR@michigan.gov](mailto:HigginsR@michigan.gov)

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## **Follow Up**

### **Characteristic System Name**

FollowUp

### **Definition**

The follow-up and/or educational services provided to the student after the start of the disciplinary action(s) being reported.

### **Use**

These data are used for tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the Safe and Drug Free Schools Report, and identification of persistently dangerous schools.

### **Citation**

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k)

### **SRSD/MSDS Reference**

SRSD Field 120: Follow-Up after Expulsion

### **Specification**

List of values (Choose from list).

<b>Code</b>	<b>Text</b>	<b>Description</b>
20	Placed in an alternative school	The student was placed in another school or alternative education program within the district.
21	Instructional services to the student at home	The district provided education services provided to the student at his/her home.
22	Instructional services to the student in community/non-school location	The district provided education services provided to the student in a location other than his/her home or a location operated by the district.
23	Education provided by another district or agency	The student was referred to another public or non-public school or service agency (i.e. DCH, DHS, CMH) for educational services.
24	Placed in strict discipline academy	The student was placed in a strict discipline academy as defined in MCL 380.1311(3).
25	Other Educational Service Referral	The student was referred to an educational service not covered by another code.

## **Instructions**

- Enter/choose the code or codes that represent the type of referral or educational services being provided to the student.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- A maximum of seven (7) occurrences (one per code type) of this characteristic can be submitted within the Discipline Consequence component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the code representing the primary educational service first, followed by the codes for any other educational services provided to the student. (On-line entry: click on the star to identify the primary option code).
- This characteristic is required when the student is reported as expelled (Initial Consequence, Secondary Consequence or Other Consequence = "5").
- This characteristic is required to contain at least one valid code when a student with disabilities receiving special education programs or services (record includes the Special Education component with a valid code in Primary Disability) and the consequence length is greater than ten (10) days (Initial Days, Secondary Days or Other Days >10) and for an out-of-school suspension or expulsion (Initial Consequence, Secondary Consequence or Other Consequence contain code "2" or "5").

## **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Grants Coordination and School Support**  
**Coordinated School Health and Safety Programs Unit**  
Bob Higgins  
517-241-4284

[HigginsR@michigan.gov](mailto:HigginsR@michigan.gov)

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

## **Early Childhood Programs Component**

We use the Early Childhood Programs (EC Programs) component to collect data related to the student's participation in early childhood programs or services. You are required to report it when the student is identified as participating in the Great Start Readiness Program and/or Great Parent Great Start Program. Although this is not a requirement, the Michigan Department of Education's Office of Early Childhood Education and Family Services encourages you to report students participating in any other early childhood programs to assist in longitudinal program evaluations.

In addition to the Early Childhood Programs component, include in records for students in early childhood programs and/or children receiving these services one or more of the following components:

- Homeless Demographics
- LEP
- SNE

Please refer to the applicable component details for additional information.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
<b>NEW</b> Fiscal Entity Type Code	List of Values	1	Required	No	1
<b>NEW</b> Fiscal Entity Code	Numeric Text	2	Required	No	1
School Facility Number	Numeric Text	3	Optional	No	1
Early Childhood Program	List of Values	4	Required	No	1
Early Childhood Program Start Date	Date	5	Required	No	1
Early Childhood Delivery Method	List of Values	6	Required	No	1
Early Childhood Delivery Schedule	List of Values	7	Optional	No	1
Early Childhood Program End Date	Date	8	Conditional	No	1
Early Childhood Program Exit Reason	List of Values	9	Conditional	No	1

Personal Demographics	Programs
*FiscalEntityTypeCode:	D-District Entity Number
*Fiscal Entity Code:	84000
School or Facility:	00124
*ECProgram:	01-Great Start Readiness Program (GSRP)
*ECProgStartDate:	10/3/2011
*ECDeliveryMethod:	3-Home Based
EC Delivery Schedule:	Please Select
ECProgEndDate:	
ECProgExitReason:	Please Select

## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You must report the Early Childhood Programs component when a student is receiving services through or participating in the Great Start Readiness Program or Great Parent Great Start Program.

Program Type	Report Period		
	Fall	Sprg	End of Prg
Great Start Readiness Program (GSRP)	R	R	R
Head Start	O	O	O
Title I Preschool or Services	O	O	O
Child Care	O	O	O
Even Start Family Literacy Program	O	O	O
0-3 Secondary Prevention	O	O	O
Early Head Start	O	O	O
Great Parents/Great Start (GPGS)	O	O	R
Tuition-Based Preschool	O	O	O
"Other"	O	O	O

## How Do I Report a Student in Multiple Programs?

Report a student in multiple programs by simply adding an additional Programs component from the *Add Component* selection area for each additional program to be included.

The screenshot shows the 'Staging Area Maintain' page. On the left, there is a form with various student information fields: Last Name (Pooh), Middle Name (The), First Name (Winney), Date of Birth (11/15/2005), Gender (M - Male), and UIC (9207469854). Below this is a toolbar with 'Submit' and 'Cancel' buttons, and tabs for 'Select Component', 'Add Component', 'FiscalEntity', 'Personal Demographics', 'Programs', and 'Student Record Maintenance'. A dropdown menu labeled 'Select Component' is open, showing options like 'Select Component', 'Homeless Demographics', 'LEP', and 'Programs'. The 'Programs' option is highlighted with a blue arrow pointing towards it. To the right of the dropdown is a button labeled 'Add Component'.

When you add a new EC Programs component, the original Programs component will remain in the student record and a new component will display, ready for data entry.

This screenshot shows the 'Programs' component tab. At the top, there is a toolbar with 'Submit' and 'Cancel' buttons, and tabs for 'FiscalEntity', 'Personal Demographics', 'Programs', 'Student Record Maintenance', and 'Programs - 2'. The 'Programs - 2' tab is highlighted with a blue oval. Below the tabs is a form with fields: 'School or Facility' (00535), 'ECProgram' (01-Great Start Readiness Program (GSRP)), 'ECProgStartDate' (10/5/2009), 'ECDeliveryMethod' (1-School Based), 'ECDeliverySchedule' (01-Part-Day 4 Days Per Week), 'ECProgEndDate' (11/15/2009), and 'ECProgExitReason' (064-Parent Initiated Transfer). A red 'X' icon is located in the top right corner of the 'Programs - 2' tab. A blue arrow points from the text 'added component tab' to the 'Programs - 2' tab.

Each time you add an EC Programs component, the system adds a new tab with a number in the title indicating the order in which it was added. In this case, "Programs – 2" indicates that this is the second EC Programs component for this student record. If you add a component and then later wish to delete it, click on the red box with the "X" located in the upper right corner of the component tab. For more tips on working with the MSDS system, please refer to the MSDS District User Training Manual located on the [CEPI MSDS Web page](#).

The EC Programs section of a student record with two programs reported in the XML file would look similar to this:

```
<ECPrograms>
  <FiscalEntityTypeCode>D</FiscalEntityTypeCode>
  <FiscalEntityCode>84000</FiscalEntityCode>
  <SchoolFacilityNumber>00535</SchoolFacilityNumber>
  <ECProgram>01</ECProgram>
  <ECProgramStartDate>2009-10-05</ECProgramStartDate>
  <ECDeliveryMethod>1</ECDeliveryMethod>
  <ECDeliverySchedule>01</ECDeliverySchedule>
  <ECProgramEndDate>2009-11-15</ECProgramEndDate>
  <ECProgramExitReason>064</ECProgramExitReason>
</ECPrograms>
<ECPrograms>
  <ECProgram>05</ECProgram>
  <ECProgramStartDate>2009-12-15</ECProgramStartDate>
  <ECDeliveryMethod>2</ECDeliveryMethod>
  <ECDeliverySchedule>02</ECDeliverySchedule>
</ECPrograms>
```

### **How Do I Exit a Student From an Early Childhood Program?**

Exit a child who is no longer receiving early childhood services or who is no longer participating in an early childhood program from the program based on the date the child last received services. Report the student record with the Early Childhood Programs component, including appropriate data in the EC Program End Date and EC Program Exit Reason characteristics. You must report all students in the Great Start Readiness Programs with the appropriate exit data by the final Early Childhood Collection snapshot for that program year, even though some students may continue in the same program in the next early childhood program year. The final snapshot for this early childhood program year is August 25 (with a September 1 certification date).

### **Which Characteristics Am I Required to Report?**

You must include the following characteristic data in each program component that you report for a student:

- Fiscal Entity Type Code
- Fiscal Entity Code
- EC Program
- EC Program Start Date
- EC Delivery Method

If you fail to submit all of the above data, you will receive record-level errors.

You should also report some students with the following data:

- EC Delivery Schedule
- EC Program End Date
- EC Program Exit Reason

**For example:** You are only required to report the EC Delivery Schedule for students in Great Start Readiness Programs (Program Code 01) or Head Start Programs (Program Code 03). If you are reporting a different early childhood program and one of the delivery schedules listed is appropriate, you may report it. If you are reporting a different early childhood program and the appropriate delivery schedule is not listed, do not report that characteristic.

DRAFT

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

DRAFT

## Fiscal Entity Type Code

(Moved from the retired Fiscal Entity Component)

### Characteristic System Name

FiscalEntityTypeCode

### Definition

The category to which the fiscal entity belongs within EEM.

### Use

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
A	Agreement Number	The entity is identified in EEM as a grantee or non-school recipient.
D	District	The entity is identified in EEM as a LEA, PSA or ISD school district.

### Instructions

- Choose/enter the code indicating the entity type, as identified in EEM, of the entity receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the [Early Childhood Programs](#) component.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### Characteristic Tip

*In the event that the fiscal entity has a district code and agreement number, use the district code.*

## **Fiscal Entity Code**

**(Moved from the retired Fiscal Entity Component)**

### **Characteristic System Name**

FiscalEntityCode

### **Definition**

The state-assigned code identifying the entity receiving funding directly from the state to provide programs and/or services to the student/child reported. The fiscal entity may or may not be directly providing the services to the student/child. This code must be either a five-digit entity code for a school district or a nine-digit agreement number for an organization, as identified by the Fiscal Entity Type Code and by the EEM.

### **Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric Text (can have leading zeros); Format: NNNNN or NNNNNNNNN

- Minimum length: 5
- Maximum length: 9

### **Instructions**

- Enter the code indicating the entity, as identified in EEM, receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- When the characteristic Fiscal Entity Type Code contains the code "A", the Fiscal Entity Code must contain a code with up to nine digits. Submit leading zeros when applicable.
- When the characteristic Fiscal Entity Type Code contains the code "D", the Fiscal Entity Code must contain a five-digit code. Submit leading zeros when applicable.
- The code you report must be valid in the EEM within the category indicated in the Fiscal Entity Type Code characteristic.
- The entity must be identified as "open-active" or "closed-pending" within EEM for the time period being reported.

- You are required to report this characteristic when you submit the [Early Childhood Programs](#) component.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*You should always report the code for the entity receiving the funds directly from the state, even when that entity chooses to subcontract the running of the program(s) or the providing of early childhood services to another entity/agency.*

DRAFT

## School Facility Number

### Characteristic System Name

SchoolFacilityNumber

### Definition

The five-digit code as assigned to the building in the official Educational Entity Master.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: <http://cepi.state.mi.us/eem>.

### Use

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### SRSD/MSDS Reference

Field 5: School or Facility

### Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

### Instructions

- You are required to report this characteristic when the early childhood program or service that you reported in the EC Programs component is provided by a public school district.
  - Report the five-digit EEM code for the building where the child receives the program or service.
  - If the location is not identified in EEM, (i.e., services provided in a home or community setting), enter the five-digit EEM code for the building that is reported as the assignment in the Registry of Educational Personnel (REP) for the primary district personnel providing the program or service.
- When you report this characteristic, it must contain a valid Entity Code from the EEM. Otherwise, the system will generate a record-level error.
- When you report this characteristic, the identified school/facility must have been identified as "open/active" in the EEM for the time period of enrollment or the system will generate a record-level error. (Must have an EEM open date equal to or before

the EC Start Date and when an EEM closed date is reported, the date must be after the EC End Date.)

- You must submit a valid entity identification code in this characteristic when the student record also includes the SNE component (Supplemental Nutrition Eligibility).
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Early Childhood Education and Family Services  
517-373-8483**

**Characteristic Tip**

*Report the School/Facility Number when the early childhood program or service is provided by public school district personnel.*

## **Early Childhood Program**

### **Characteristic System Name**

ECProgram

### **Definition**

The early childhood program or service provided to the child.

### **Use**

MDE and CEPI use these data to determine program compliance and funding, and for the EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

### **Citation**

School Aid Act, MCL 388.1632d(4), 388.1632/(4)

### **SRSD/MSDS Reference**

Similar to Field 52: Early Childhood Enrollment

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Great Start Readiness Program (GSRP)	Center-based preschool or home-based services for children who are 4 years old on or before December 1 and who may be at risk of school failure. Each child must have two of the 25 identified risk factors; more than 50 percent of the children must meet the current definition for low income. This program is funded under the State School Aid Act, Section 32d, 37-40, or through a competitive Great Start Readiness Program grant (Section 321.)
03	Head Start	Children 3 through 5 years of age served in school districts by local grantees or delegates of the federal Head Start program. Intended to serve children whose family income is at or below federal poverty guidelines and in some cases up to 130 percent of the poverty guidelines.
04	Title I Preschool	A program for children who are not yet age-eligible for kindergarten in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act (ESEA), as long as they follow current rules for preschool services under Title I.

<b>Code</b>	<b>Text</b>	<b>Description</b>
05	Child Care	Children, birth-to-kindergarten ages, receiving services in a classroom program provided through a regular or community education program. Child-care reimbursement may be provided by the Department of Human Services or scholarships.
06	Even Start Family Literacy Program	Children, from birth through age 7, in programs that integrate early childhood education, adult literacy or adult basic education and parenting education into a unified family literacy program. Funding is through Part B (subpart 3) of Title I of the Elementary and Secondary Education Act, as amended by the <i>No Child Left Behind Act</i> .
10	Early Head Start	Children, from birth to age three, served in school districts by local grantees of the federal Head Start program.
11	Great Parents Great Start (GPGS)	Children, from birth to age 5, whose parents are receiving intensive parenting services through intermediate school district activities. Funded under the State School Aid Act, Section 32j.
17	Tuition-Based Preschool	Children, birth-to-kindergarten age, receiving services in a classroom program provided through a regular or community education program. Parents pay tuition to enroll their children.
99	Other Program	District-sponsored programs not defined above. Free, comprehensive programs not operated with state or federal funds.

**Instructions**

- Choose/enter the code that represents the early childhood program or service you wish to report.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you submit the EC Programs component.

**Program-Specific Business Rules**▪ **Great Start Readiness Program (GSRP):**

- The child must be at least 4 but not yet 5 years of age as of December 1 of the current program year;
- The child may only be in one GSRP program at a time statewide;

- A child in a full-day GSRP program cannot receive a partial or alternate day in any other funded classroom program (Head Start, Title I, Special Education full FTE). The blended GSRP/Head Start (full-day) is recorded as Head Start and part-day GSRP.
- You must report the delivery method (school, community or home based) and the delivery schedule (part/full/alternate day and days per week).
- The child must be exited by the end of the program year.
- **Head Start:**
  - A child in a full-day Head Start program cannot be enrolled in GSRP at the same time.
  - You must report the delivery method (school, community or home based) and the delivery schedule (part/full/alternate day and days per week).
- **Title I Preschool or Services:** No program-specific business rules apply.
- **Child Care:** No program-specific business rules apply.
- **Even Start Family Literacy Program:** No-program specific business rules apply.
- **Early Head Start:** The child must be younger than 3 years old. The child must be exited as of his/her third birthday.
- **Great Parents/Great Start (GPGS):** The child must be younger than 5 years old as of December 1.
- **Tuition-Based Preschool:** No program-specific business rules apply.
- **"Other":** No program-specific business rules apply.

#### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
517-373-8483

#### **Characteristic Tip**

*If you are unable to certify your collection because another district authorized user included one of your students in his or her Early Childhood Collection, you need to contact the other district user to determine which of you should report the student and for what period of time (program start/end dates).*

## **Early Childhood Program Start Date**

### **Characteristic System Name**

ECProgramStartDate

### **Definition**

The date (month, day and year) the child first participated in a program or received services through the early childhood program reported.

### **Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

### **SRSD/MSDS Reference**

None

### **Specification**

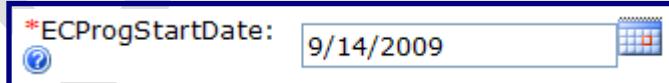
Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ECProgramStartDate>2009-09-14</ ECProgramStartDate >

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- You are required to report this characteristic when you report the EC Programs component.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date you report in this characteristic must be equal to or after the child's Date of Birth AND must be equal to or before the system date (the current date). The system will generate a record-level error if either rule is not followed.

- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program Start Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]
- The date you report must be equal to or after September 1 of the current school year for a child reported in a Great Start Readiness Program (ECProgram = 01).
- The date you report must be equal to or before September 15, 2010 for a child reported in a Great Start Readiness Program (ECProgram = 01).

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Early Childhood Education and Family Services  
517-373-8483**

**Characteristic Tip**

*Some grants require a program to start by October 1. You should include a student who receives services during this early childhood program year and who exits prior to October 1 in your November Early Childhood Collection snapshot.*

## **Early Childhood Delivery Method**

### **Characteristic System Name**

ECDeliveryMethod

### **Definition**

The primary location where the child attends the reported program or receives early childhood services.

### **Use**

CEPI and MDE use these data to determine program compliance, funding and for EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

### **Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	School based	Programs and/or services are provided within a facility identified in EEM as a school.
2	Community based	Programs and/or services are provided in a facility identified in EEM as a unique educational program (UEP) or not listed in EEM.
3	Home based	Programs and/or services are provided within the child's home.

### **Instructions**

- Choose/enter the code that best represents the primary location where the child participates in the early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the EC Programs component.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Early Childhood Education and Family Services**

517-373-8483

**Characteristic Tip**

*Report students receiving both school and home-based services as school-based.*

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## **Early Childhood Delivery Schedule**

### **Characteristic System Name**

ECDeliverySchedule

### **Definition**

The primary schedule followed by the child for this program or service.

### **Use**

CEPI and MDE use these data to determine program compliance, funding and for EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

### **Citation**

School Aid Act, MCL 388.1632d(4), 388.1632(4)

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Part-Day 4 Days Per Week	A minimum of 2.5 hours per day, for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks. A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation; and 300 contact hours for continuing programs.
02	Part-Day 5 Days Per Week	Program operates 2.5 hours per day, five days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks. A minimum of 200 teacher/child contact hours spread over the full year, for a first year operation; and 300 contact hours for continuing programs.
03	Part-Day Home Based	Visits are a minimum of 60 minutes, excluding transportation time. Twenty home visits the first program year, and 30 for continuing programs. Ten cluster activities for the first program year and 15 each continuing year.

<b>Code</b>	<b>Text</b>	<b>Description</b>
04	All-Day Alternate Day	Full-day, two days per week. The program must assure the quality of the preschool experience is equal to a half-day program.
05	Full-Day 4 Days Per Week	Operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of four days per week, 30 weeks per year, with one day per week set aside for parent involvement, staff planning, and/or professional development.
06	Full-Day 5 Days Per Week	Operates for at least the same length of day as the local school district's/PSA's first grade program, for five days per week, 30 weeks per year. Staff must have time for planning, professional development, and parent involvement.
07	Served by Family Child-Care Center	Services provided through a contracted, independent, licensed, family child-care provider of Head Start Services. (May only be reported for Head Start or Early Head Start programs)
08	Other	District-sponsored delivery system not defined above. (May not be reported for GSRP)

**Instructions**

- Choose/enter the code that best represents the primary or regular schedule that the child follows for the reported early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or Head Start (EC Program = "01" or "03").
- You may not submit code "08" in this characteristic when the EC Program code is reported as "01" (GSRP), otherwise the system will generate an error.
- You may only submit code "07" in this characteristic when the characteristic EC Program contains code "03" or "10", otherwise the system will generate an error.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
517-373-8483

**Characteristic Tip**

*Although you may report this characteristic for all programs, you are only required to report it for Head Start and Great Start Readiness Programs. Do not complete this characteristic if your program's schedule is not one of the available choices.*

DRAFT

## **Early Childhood Program End Date**

### **Characteristic System Name**

ECProgramEndDate

### **Definition**

The date (month, day and year) the child last participated in a program or received services through the early childhood program reported.

### **Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

### **SRSD/MSDS Reference**

None

### **Specification**

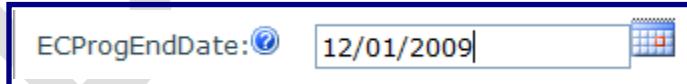
Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ECProgramEndDate>2009-12-01</ ECProgramEndDate >

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



A screenshot of a web-based data entry interface. It shows a text input field with the placeholder "ECProgEndDate". To the right of the input field is a small blue square icon containing a white calendar symbol. The date "12/01/2009" is typed into the input field.

- You must report this characteristic when you submit a valid code in the EC Program Exit Reason characteristic.
- You must report this characteristic when the Fiscal Entity reported is closed in EEM.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- You must submit this characteristic by the final collection date for this program year for children reported in the Great Start Readiness Program (ECProgram = 01).

- The date contained in this characteristic must be equal to or after the date you reported in the EC Program Start Date for this program, or the system will generate a record-level error.
- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program End Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Early Childhood Education and Family Services  
517-373-8483**

**Characteristic Tip**

*Some grants require a program to start by October 1. You should include a student who receives services during this early childhood program year and who exits prior to October 1 in your Early Childhood Collection.*

## **Early Childhood Program Exit Reason**

**Characteristic System Name**  
ECProgramExitReason

### **Definition**

The primary reason for the child leaving the reported early childhood program or service.

### **Use**

CEPI and MDE use these data for grant compliance, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

### **SRSD/MSDS Reference**

Field 53: Early Childhood Exit/Completion Reason

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
063	Program Completed	Used for a child who enrolled and completed a regularly scheduled or prescribed program. This code applies to children who successfully completed the program OR who have "aged out" of the program or the program has reached the end of the school/program year.
064	Parent Initiated Transfer	Parent makes a request to transfer out of one early childhood program and into another early childhood program; e.g., from Head Start to a Great Start Readiness Program or Early Childhood Special Education, etc. This request results in the child making a transfer prior to completion of the original program.
065	Program Initiated Transfer (e.g., special ed. referral)	Program staff makes a referral to another early childhood program which results in parental consent to transfer the child from the current program into a different early childhood program. (e.g., special education referral)
066	Child's Behavior Does Not Meet Expectations (e.g., expulsion)	Program staff is not able to accommodate a child with extreme behaviors that may result in injury to other children and staff and/or make program management impossible. (e.g., expulsion)

Code	Text	Description
067	Parent Withdrew Child (e.g., move from district, no information on subsequent program, etc.)	Parent withdraws child for any reason. This would include families moving out of the district.
068	Death of Child	The child has died.
069	Program Termination (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned, etc.)	The program has closed and is no longer providing services. (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned, etc.)
999	Other Reason or Reason Unknown/Undetermined	The child left for a reason other than those above or the reason is unknown.

### Instructions

- Choose/enter the code that best represents the reason the child is no longer participating in the early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you report a valid date in the characteristic EC Program Exit Date.
- Do not report blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form unless you are required to submit it by another business rule.

### State Of Michigan Contact

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
 517-373-8483

### Characteristic Tip

*You must provide a program exit reason whenever you report a child as no longer receiving services.*

## Early Childhood Special Education Assessment Component

The Early Childhood Special Education Assessment component is used to collect the enrollment and exit assessment scores for children two and one-half (2 ½) through five and one-half (5 ½) years of age with disabilities who receive special education programming or services. These data were previously collected by the completion of the *Michigan OSEP Child Summary Data Collection Form For 3 – 5 Year Olds* bubble-sheet (Appendix C).

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Assessment Tool	List of Values	1	Required	No	1
Other Tool Comments	Free form text	2	Conditional	No	1
Entry Assessment Date	Date	3	Conditional	No	1
Exit Assessment Date	Date	4	Conditional	No	1
Outcome 1A	List of Values	5	Required	No	1
Outcome 1B	Yes/No	6	Conditional	No	1
Outcome 2A	List of Values	7	Required	No	1
Outcome 2B	Yes/No	8	Conditional	No	1
Outcome 3A	List of Values	9	Required	No	1
Outcome 3B	Yes/No	10	Conditional	No	1

The screenshot shows a software application window titled "Michigan Student Data System (MSDS)/Collection Details". At the top, there is a navigation bar with tabs: School Demographics, Personal Demographics, Enrollment, Membership, Assessment (which is highlighted in yellow), and Special Education. Below the tabs, there is a form area with various input fields. On the right side of the form area, there is a red 'X' button. The form fields include:

- \*Assessment Tool: A dropdown menu showing "03-Battelle SCREENER".
- Other Tool Comments: An empty text input field.
- Entry Assessment Date: A date input field showing "8/15/2010" with a calendar icon.
- Exit Assessment Date: An empty date input field with a calendar icon.
- \*Outcome 1A: A dropdown menu showing "2-Between Not Yet and Emerging".
- Outcome 1B: A dropdown menu showing "Select Yes/No".
- \*Outcome 2A: A dropdown menu showing "1-Not Yet".
- Outcome 2B: A dropdown menu showing "Select Yes/No".
- \*Outcome 3A: A dropdown menu showing "3-Emerging".
- Outcome 3B: A dropdown menu showing "Select Yes/No".

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You must report the Early Childhood Special Education Assessment component when completing either an entrance or exit assessment of a child [between two and one-half (2 ½) and five and one-half (5 ½) years of age] with disabilities receiving special education programming or services through your district. For more information about early childhood special education services and assessment tools, please visit the [MDE Early Childhood Special Education Web page](#).

Beginning with the 2011-2012 school year, the system will allow this component to be submitted twice per record. This change was made at the request of districts that report both entry and exit assessment data at the same time. If you choose to report this component twice, one must contain the Entry Assessment Date and associated data, and the other must contain the Exit Assessment Date and associated data.

### **Special Education Component Dependency**

The Early Childhood Special Education Assessment component may only be included in a record that also includes the Special Education component that has at least one code reported in the Primary Disability characteristic. Submitting this component when the record does not meet this dependency will result in a file-level error.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Assessment Tool**

### **Characteristic System Name**

AssessmentTool

### **Definition**

The method of determining the child's level of functioning within the three areas assessed at the initiation of special education service and when he/she either exits from early childhood special education, begins kindergarten or within thirty (30) days of his/her sixth birthday.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Assessment, Evaluation and Programming Systems (AEPS)	The AEPS system is a criterion-referenced assessment tool developed for use by direct service personnel and specialists to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities. The AEPS includes assessment/evaluation, curricular and family participation components for the developmental range from birth to six years. The AEPS consists of six content areas, strands within each content area, and objectives within each strand. <a href="http://www.brookespublishing.com/store/books/bricker-aeps/index.htm">http://www.brookespublishing.com/store/books/bricker-aeps/index.htm</a>
02	Battelle Developmental Inventory-FULL	The BDI-2 is a standardized assessment battery for children from birth through seven years. Test administrators use three approaches to obtain information about each child: structured questions in a one-on-one setting, observation of normal activities in a child's natural environment, and parent interview. The BDI-2 assessment is organized into five domains. The instrument's administration manual includes information on developing and implementing individualized education programs using information obtained from the BDI-2. <a href="http://www.riverpub.com/products/bdi2/index.html">http://www.riverpub.com/products/bdi2/index.html</a>
03	Battelle -SCREENER	An abbreviated version of the Battelle Developmental Inventory.

<b>Code</b>	<b>Text</b>	<b>Description</b>
04	BRIGANCE Inventory of Early Development-II (IED-II)	The BRIGANCE Inventory of Early Development-II is both a criterion-referenced and standardized assessment for children birth to seven years. The IED-II is organized into eleven skill areas. Each skill area is divided into developmental skill sequences. The IED-II is used to identify present levels of performance, identify goals and objectives for IEP development, guide instructional planning, and monitor ongoing progress. The IED-II can be administered by directly eliciting skills from children, through parent or teacher interview, or through observation in the natural environment. <a href="http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0">http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0</a>
05	Carolina Curriculum for Preschoolers with Special Needs (CCPSN)	The Carolina Curriculum for Preschoolers with Special Needs assessment and curriculum are integrated, that is, teachers individualize the curriculum based on each child's assessment results. The CCPSN has six developmental domains with several numbered sequences. The curriculum is based on typical sequences of development but does not assume that a child will develop at the same rate across domains or even within one domain. <a href="http://www.pbrookes.com/store/books/johnson-martin/index.htm">http://www.pbrookes.com/store/books/johnson-martin/index.htm</a>
06	Preschool Child Observation Record (COR)	The COR is an observation-based assessment instrument for children aged 30 months to six years. It is designed to measure children's progress in all early childhood programs. The COR is divided into six major categories. Each category contains between three and eight observation items, and each of the 32 items is rated according to the five developmental levels ranging from "1" (the simplest) to "5" (the most complex). The COR is seamlessly integrated with program teaching and planning by teaching staff collecting objective anecdotes during the normal daily routine. It is usable with any curriculum. <a href="http://www.highscope.org/Content.asp?ContentId=113">http://www.highscope.org/Content.asp?ContentId=113</a>
07	Creative Curriculum Development Continuum for Ages 3-5 (CCDC)	The Creative Curriculum Developmental Curriculum for Ages 3-5 is based on teacher's observations, documentation of their observations, and samples of children's work. The assessment is organized into four Areas of Development. Each Area of Development is further subdivided into ten Curriculum Goals, 50 objectives, and three developmental steps. This assessment is used with the Creative Curriculum which is directly tied to assessment results. <a href="http://www.creativecurriculum.net/">http://www.creativecurriculum.net/</a>

<b>Code</b>	<b>Text</b>	<b>Description</b>
08	Learning Accomplishment Profile – Third Edition (LAP-3)	The LAP-3 is a criterion-referenced assessment tool that provides a systematic method for observing individual development of the functioning of children in the 36 to 72 month age range. The LAP-3 assesses individual skill development in seven domains of development. The LAP-3's comprehensive approach to the total development of the young children includes 383 samples of behavior. The LAP-3 is criterion-referenced and is administered in an individualized setting in an early childhood environment or home setting. <a href="http://www.highreach.com/highreach_cms/Home/tabid/56/Default.aspx">http://www.highreach.com/highreach_cms/Home/tabid/56/Default.aspx</a>
<i>The codes listed below are for assessment tools used by Part C Early Childhood programs at program exit, that it can be used instead of the regular entrance assessments for those child who transition from Part C to Part B. They may not be reported when a date is included in the Exit Assessment Date characteristic.</i>		
<b>Code</b>	<b>Text</b>	<b>Description</b>
09	Part C Exit Tool: AEPS	See above.
10	Part C Exit Tool: Battelle	See above.
11	Part C Exit Tool: Bayley	
12	Part C Exit Tool: Brigance	See above.
13	Part C Exit Tool: Carolina	See above.
14	Part C Exit Tool: EIDP	
15	Part C Exit Tool: E-LAP	See above.
16	Part C Exit Tool: HELP	
17	Part C Exit Tool: IDA	
18	Part C Exit Tool: Other	

### Instructions

- Choose/enter the code that best identifies the assessment tool used to evaluate the child.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit code "18" in this characteristic you must also submit the Other Tool Comments characteristic.
- The record must not include the Exit Assessment Date characteristic when you submit code "09" – "18".

- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

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## **Other Tool Comments**

### **Characteristic System Name**

OtherToolComments

### **Definition**

The description of the type of assessment tool used, when it is not one of those in the list of values provided in the Assessment Tool characteristic.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 25

### **Instructions**

- This characteristic is required if you submit code "18" in the Assessment Tool characteristic.
- This record may not be submitted if the value reported in Assessment Tool is not "18".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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## **Entry Assessment Date**

### **Characteristic System Name**

EntryAssessmentDate

### **Definition**

The month, day and year of the first day when the child was assessed for entry into the early childhood special education program.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<EntryAssessmentDate>2010-01-07</ExitAssessmentDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

A screenshot of a web-based application interface. It shows a text input field with the placeholder text "\*Entry Assessment Date:" followed by a small blue info icon. To the right of the input field is a calendar icon. The input field contains the date "07/01/2010".

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Entry Assessment Date >= Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).

- The child's age as of the date reported in this characteristic should be equal to or older than two and one-half (2 ½) years, and equal to or younger than five and one-half (5 ½) years. A warning will occur otherwise.

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## **Exit Assessment Date**

### **Characteristic System Name**

ExitAssessmentDate

### **Definition**

The month, day and year of the first day when the child was assessed upon his/her exit from early childhood special education.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ExitAssessmentDate>2010-01-07</ExitAssessmentDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Exit Assessment Date >= Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).

- This date must be after the date reported in Entry Assessment Date and the Entry Assessment Date is reported (Exit Assessment Date > Entry Assessment Date).
- The child's age as of the date reported in this characteristic should be equal to or older than three (3) years, and equal to or younger than six years one month [Exit Assessment Date must not be later than thirty (30) days past the child's sixth birthday]. A warning will occur otherwise.
- This characteristic must contain a valid date when the value reported in Grade Or Setting in the Entity Demographics component is not "30".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

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## **Outcome 1A**

### **Characteristic System Name**

Outcome1A

### **Definition**

Positive social-emotional skills (including social relations): Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Relating with adults; relating with other children; following rules related to groups or interacting with others; personal and social adjustment; and contribution and citizenship.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	Not Yet	Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.

<b>Code</b>	<b>Text</b>	<b>Description</b>
5	Somewhat	Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.
6	Between Somewhat and Completely	Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

#### **Instructions**

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

#### **State Of Michigan Contact**

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## **Outcome 1B**

### **Characteristic System Name**

Outcome1B

### **Definition**

Indication of the child's acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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## **Outcome 2A**

### **Characteristic System Name**

Outcome2A

### **Definition**

Acquiring and Using Knowledge and Skills: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Thinking, reasoning, remembering, and problem-solving; understanding symbols; understanding the physical and social worlds; and pre-academic and Functional literacy.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	Not Yet	Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.

<b>Code</b>	<b>Text</b>	<b>Description</b>
5	Somewhat	Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.
6	Between Somewhat and Completely	Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

#### **Instructions**

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

#### **State Of Michigan Contact**

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## **Outcome 2B**

### **Characteristic System Name**

Outcome2B

### **Definition**

Indication of the child's acquisition of new skills or behaviors related to acquiring and using knowledge and skills since his/her last assessment.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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DRAFT

## **Outcome 3A**

### **Characteristic System Name**

Outcome3A

#### **Definition**

Taking Appropriate Action to Meet Needs: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; getting from place to place, mobility; using tools, forks, strings attached to objects; physical health; and responsibility and independence.

#### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

#### **Citation**

20 U.S.C. 1416 (b)(B)

#### **SRSD/MSDS Reference**

None.

#### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	Not Yet	Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.

Code	Text	Description
5	Somewhat	Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.
6	Between Somewhat and Completely	Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

#### Instructions

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

#### State Of Michigan Contact

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## **Outcome 3B**

### **Characteristic System Name**

Outcome3B

### **Definition**

Indication of the child's acquisition of new skills or behaviors related to taking appropriate action to meet needs since his/her last assessment.

### **Use**

These data are used to report to USED for the Part B State Performance Plan (SPP), Indicator 7, Preschool Outcomes.

### **Citation**

20 U.S.C. 1416 (b)(B)

### **SRSD/MSDS Reference**

None.

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- Choose/Enter the code ([1,2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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DRAFT

## ~~Entity Demographics Component~~ RETIRED

**These data are now collected in the new School Demographics, Enrollment or Membership components. The table on the next page provides a cross-walk to the new components for each characteristic.**

~~The purpose of the Entity Demographics component is to collect data that are specific to the student's status or relationship with the entity providing services. These data are essential to assure that data are assigned to the correct operating district and facility.~~

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Operating ISD/ESA Number	Numeric Text	1	Optional	No	1
Operating District Number	Numeric Text	2	Conditional	No	1
School Facility Number	Numeric Text	3	Conditional	No	1
Student Id Number	Text (free form)	4	Optional	No	1
Grade or Setting	List of Values	5	Required	No	1
Enrollment Date	Date (only)	6	Conditional	No	1
Enrollment Type	Text	7	Optional	No	Restricted to internal system use <sup>+</sup>
Exit Status	List of Values	8	Required	No	1
Exit Date	Date (only)	9	Conditional	No	1
Exit Type	Text	10	Optional	No	Restricted to internal system use <sup>+</sup>
Date of Count	Date (only)	11	Conditional	No	1
Student Residency	List of Values	12	Conditional	No	1
Ten/30-Day Rule	Yes/No	13	Conditional	No	1

**Characteristic Cross-walk**

<b>Characteristic</b>	<b>New Component</b>
Operating ISD/ESA Number	School Demographics
Operating District Number	School Demographics
School Facility Number	School Demographics
Student Id Number	School Demographics
Grade or Setting	School Demographics
Enrollment Date	Enrollment
Enrollment Type	Enrollment
Exit Status	Enrollment
Exit Date	Enrollment
Exit Type	Enrollment
Date of Count	Membership
Student Residency	Membership
Ten/30-Day Rule	Membership

## NEW Enrollment Component

The data collected in the Enrollment component indicate the student's current enrollment status with the Operating district. Data collected in this component were previously collected as part of the retired Entity Demographics component.

There are dependencies between characteristics in the Enrollment component and:

- Discipline component - Initial/Secondary/Other Consequence characteristics
- Initial IEP component – Result of Initial IEP characteristic
- Membership component – Student Residency characteristic
- Personal Core component - Date of Birth characteristics
- Program Participation component - Program Eligibility Participation characteristic
- School Demographics component - Operating District, School Facility Number, Grade or Setting characteristics
- Special Education component - Section 52 FTE, Section 53 FTE characteristics

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Enrollment Date	Date (only)	1	Conditional	No	1
Enrollment Type	Text	2	Restricted to Internal system use <sup>+</sup>	No	1
Exit Status	List of Values	3	Required	No	1
Exit Date	Date (only)	4	Conditional	No	1
Exit Type	Text	5	Restricted to Internal system use <sup>+</sup>	No	1

<sup>+</sup>Currently, only other State Of Michigan-managed data systems use these characteristics.

The screenshot shows a web-based data entry form for student enrollment information. At the top, there is a navigation bar with tabs: School Demographics, Personal Demographics, Enrollment (which is highlighted in yellow), Membership, and GeneralEdFTE. Below the tabs, the main content area is titled "Enrollment". It contains several input fields with placeholder text and validation icons (blue question marks). The fields include:

- Date of Enrollment: 9/5/2010 (with a calendar icon)
- Enrollment Type: (empty field)
- \*District: (empty field)
- Exit Status: 19-Expected to continue in the same school district (with a dropdown arrow)
- District: (empty field)
- Exit Date: (empty field)
- Exit Type: (empty field)

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You are required to submit the Enrollment component when you submit student data through the any of the three General Collections and the Student Record Maintenance Collection. This component may also be submitted as an optional component within the Request for UIC Collection.

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## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Enrollment Date**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

EnrollmentDate

### **Definition**

The month, day and year of the first day a student participated in education programs and/or services with the reported operating district.

### **Use**

CEPI and MDE use these data for validating membership, assigning accountability and for NCLB.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD Reference**

Field 20: Date of Enrollment

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<EnrollmentDate>2010-01-07</EnrollmentDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



A screenshot of a computer interface showing a date input field. The field contains the text "Date of Enrollment: 01/07/2010". To the right of the input field is a small calendar icon. Below the input field is a blue circular icon with a white question mark inside, likely a help or information button.

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be greater than or equal to the student's Date of Birth (Enrollment Date >= Date of Birth).

- If the sum of General Ed FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then the Enrollment Date must be the same as or before the legislated membership count date. (FTE data are reported in the General Ed. FTE and Special Education components.)
- The date submitted must be the same as or prior to the system date (may not be a future date).
- The Enrollment Date must be the same as or after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM. (EEM district open date = < Enrollment Date < EEM district closed date)
- You must submit a valid date in this characteristic unless the code reported in District Exit Status is "00".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form unless it is required by another business rule.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

#### **Characteristic Tip**

*If a student exits the district and then re-enrolls, report the date of re-enrollment in this field. The date in this field should not change if a student changes buildings within the same district, for example, moving from elementary to junior high, or from junior high to high school.*

## **Enrollment Type**

(Moved from the retired Entity Demographics Component)

### **Characteristic System Name**

EnrollmentType

### **Definition**

Indicates the system/origin of the enrollment record submission. FOR STATE OF MICHIGAN INTERNAL USE ONLY.

**NOTE:** We've included the Enrollment Type characteristic in this manual because it appears on the system-generated schema. Districts do not use this characteristic and therefore should not report it.

## **District Exit Status**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

ExitStatus

### **Definition**

The student's current enrollment status with the operating district or primary reason the student is no longer enrolled in the school district.

If the student has been expelled but continues to receive services, report an exit code of "19". Use an exit code of "10" only for students who are expelled and no longer receive services from the school district. In both of these expulsion scenarios, also complete the appropriate characteristics in the Disciplinary Incident and Disciplinary Consequence components.

NOTE: If the student has transferred to another school or facility building within the same school district, the District Exit Status should remain "19" (expected to continue).

### **Use**

CEPI and MDE use these data for determining membership, assigning accountability, graduation and dropout rate calculations, and NCLB, Perkins and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Carl D Perkins Career and Technical Education Act of 2006. Section 113 (CTE); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

### **SRSD Reference**

Field 23: District Exit Status

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
00	Not Enrolled	Use for a child/student who is served but not enrolled in your district. When this code is reported the record may only contain the components: Submitting Entity, Personal Core, Entity Demographics, Personal Demographics and Initial IEP.

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Graduated from general education with a high school diploma	Use for a student who earned a high school diploma. Include early graduates who earn high school diplomas. Also include the student with an IEP who met the Michigan Merit Curriculum graduation requirements. Exclude any student who graduated by meeting only IEP requirements and did not receive a high school diploma.
02	Graduated from general education with a high school diploma and applied to a degree-granting college or university	Use for a student who graduated with a high school diploma and to the best of the district's knowledge, enrolled in a two- or four-year degree-granting college or university.
03	Graduated from an alternative program with a high school diploma	Use for a graduate receiving a diploma from an alternative program in a regular high school or a separate building.
04	Graduated from general education with a high school diploma and applied to a non-degree granting institution.	Use for a student who graduated and, to the best of the district's knowledge, enrolled in a non-degree-granting institution (e.g., trade, technical, vocational, or business school).
05	Completed general education with an equivalency certificate (GED)	Use for a student known to have passed the GED test and to be younger than 20 years of age as of the date reported in Date Exited.
06	Completed general education with other certificate	Use for a student who completed school with some other type of certificate, such as a certificate of attendance/completion, or a district competency test.
07	Dropped out of school	Use when a student, upon reaching age 16, stopped attending school and no reason is given. For special education, the student left school before the age of 26 without completing his/her educational program.
08	Enrolled in another public school district in Michigan	Use when a student moved to another public school district in Michigan and is known to be continuing in education. Movement to another district includes moving to state institutions, except when the student is incarcerated. (See code 13) The student's residency may or may not change districts. NOTE: Movement is referring to the student's enrollment, not necessarily his/her home address.

<b>Code</b>	<b>Text</b>	<b>Description</b>
09	Moved out of state	Use when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country.
10	Expelled from the school district (no further services)	Use when a general education student has been permanently expelled from school by official board action. This does not include a student with disabilities receiving special education programs/services on long-term suspension or a student who is placed in an alternate educational setting. A student with this code requires further information be reported in the Disciplinary Incident and Disciplinary Consequence components.  Students who are expelled for less than the remainder of the current school year and continue to receive services should be reported with code "19" (expected to continue).
11	Enlisted in military or Job Corps	Use when the student left the school district prior to graduation to enlist in a branch of the U.S. Military.
12	Deceased	Use when a student has passed away.
13	Adjudicated	The student is placed under jurisdiction of a juvenile or criminal justice authority. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. NOTE: If the student is placed in a facility where the educational program is run by the current district, the student's exit status should be entered as "19" (Expected to continue).
14	Enrolled in home school	Use when a student receives instruction offered in a home for reasons other than health.
15	Enrolled in non-public school	Use when a student attends a non-public school, such as a parochial school. This code is also used for non-public students who have been taking non-core classes from the district, who are no longer receiving services, and are continuing in their non-public setting. (NOTE: This code should not be used for students transferring to a Public School Academy (PSA). Use code "08".)
16	Unknown	Use when the current status of the student is unknown. For reporting purposes, this student is considered a dropout, unless s/he can be located in another district.

<b>Code</b>	<b>Text</b>	<b>Description</b>
17	Placed in a recovery or rehabilitative program	Use when the student was placed in a recovery program, rehabilitative program, or under psychiatric care. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. (NOTE: If the student is placed in a facility where the educational program is run by the current district, [either homebound or hospitalized], the student should be reported as code "19" [Expected to continue]).
18	Left adult education	Participant is no longer enrolled in an adult education program.
19	Expected to continue in the same school district	Use when the student is expected to continue normal matriculation through the educational system in the same district.
20	Special education - Received certificate of completion and exited the K-12 system	Student exited his/her educational program, that is, high school-equivalent program, by receiving a modified high school diploma, a certificate of completion of high school or educational program, or some similar document. (Note: Student must be identified as a special education participant with a Program Eligibility Participation characteristic in the Program Participation component.)
21	Special education - Reached maximum age and exited the K-12 system	Student reached the maximum age for receipt of programs or services and is no longer eligible to attend school. (Note: Student must be identified as a special education participant with a Program Eligibility Participation characteristic in the Program Participation component.)
30	Exited early childhood or Early On® program/service	Child has left early childhood or Early On® program/service and will not be continuing in the district. (NOTE: If the child has left his or her program and will subsequently be entering kindergarten in the district, report as "19", continuing.)
40	Graduated from a Middle College with both a high school diploma and an associate degree or other advanced certificate	Student has completed the requirements to earn both a high school diploma and a post-secondary degree or certificate through an established early/middle college program. (NOTE: Students reported with this code must be identified as early/middle college participants with the Program Eligibility Participation characteristic in the Program Participation component.)

<b>Code</b>	<b>Text</b>	<b>Description</b>
41	Graduated from a Middle College with only a high school diploma	Student has completed the requirements for a high school diploma, but did not earn a post-secondary degree or certificate through an established early/middle college program. (NOTE: Students reported with this code must be identified as early/middle college participants with a Program Eligibility Participation characteristic in the Program Participation component.)
42	Graduated from another district	Shared student has exited the reporting district and has been issued a high school diploma from a different district. (NOTE: This code should only be used when another district is responsible for the graduation of the student. If no other district reports this student as graduating, the student may appear as a non-completer on the reporting district's cohort report.)

**Instructions**

- Choose/enter the code that best represents the student's status within the educating district on the legislated count day or the date reported in the As Of Date characteristic in the Student Record Maintenance component. (NOTE: For the EOY General Collection, report the student's status on the last day of school.)
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Enrollment component.
- If you reported this characteristic with code "10" (Expelled):
  - You must submit at least one Discipline component.
  - You must report at least one Discipline component with code "5" (Expulsion) in one of the Initial/Secondary/Other Consequence characteristics.
- If you reported this characteristic with code "18", then Grade or Setting must contain code "20".
- If you reported this characteristic with code "21", then the student must be 25 years old or older on September 1 of the current school year.
- If you reported this characteristic with code "30", then Grade or Setting you reported must contain code "30"
- If you submitted the Program Participation component and District Exit Status contains code "40" or "41", then one of the Program Eligibility Participation characteristics must be "3500".
- If you reported this characteristic with code "19" or "00", then District Exit Date must be blank.

- If you reported this characteristic with a code other than "19" or "00", then District Exit Date must contain a valid date.
- If the sum of General Ed. FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then this characteristic must contain code "19." (FTE data are reported in the General Ed. FTE and Special Education components.)
- ~~If you submitted the SNE component as part of the SNE Collection, then the District Exit Status must contain code "19".~~
- The system will generate a warning if you submit the Program Participation component, the District Exit Status contains code "20" or "21" and the student record does not contain the Special Education component with a valid code reported in the Primary Disability characteristic (Use District Exit Status codes "20" and "21" for students participating in special education programs or services.)
- If District Exit Status contains code "01", "02", "03", "04", "40", "41", or "42", then the Grade or Setting reported should be "12" or "20", otherwise a warning will occur. (Students reported with a District Exit Status code indicating graduation are usually reported in grade "12" or "20".)
- If you submit the LEP component and the LEP Exit Reason characteristic contains code "51", then the District Exit Status characteristic must contain code "05"–"18", "20" or "21".
- If you submit the LEP component and the LEP Exit Reason characteristic contains code "53", then the District Exit Status characteristic must contain code "01"–"04", "40", "41" or "42".
- If you submit code "00" in this characteristic then:
  - you must not submit the District Enrollment Date
  - you must not include any components in the record other than **Entity Demographics**, **Enrollment**, **School Demographics**, Initial IEP, Personal Core, Personal Demographics, **Membership** and Submitting Entity
  - you must also submit the Initial IEP component and it must contain code 2 or 3 in the characteristic Results Of Initial IEP

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions related to **students with disabilities receiving special education programs/services**, contact:

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

For questions about **children birth through 2 years of age**, contact:

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Vanessa Winborne  
517-335-4865  
[WinborneV@michigan.gov](mailto:WinborneV@michigan.gov)

For questions about **children ages 3 through 5 years old**, contact:

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
517-373-8483.

For questions about **adult education**, contact:

**Department of Energy, Labor and Economic Growth**  
**Bureau of Workforce Transformation, Office of Adult Education**  
Sandy Thelen, State Funds Coordinator  
517-373-3395  
[thelens@michigan.gov](mailto:thelens@michigan.gov)

**Characteristic Tip**

*Report students with code "19" (expected to continue) unless they are no longer participating in any educational services or programs provided by the district.*

## **District Exit Date**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

ExitDate

### **Definition**

The month, day, and year of the first day after the date a student last attended school, graduated, or became known officially to have left the district's educational setting.

### **Use**

CEPI and MDE use these data for graduation cohort calculations, PEPE determination, and for NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD Reference**

Field 24: Date Exited

### **Specification**

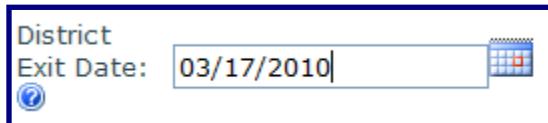
Date (only); CCYY-MM-DD

### **Instructions**

- Place a date in this characteristic corresponding to the day after the student left the district or terminated his/her education program or service.
- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<ExitDate>2010-03-17</ExitDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This characteristic must contain a date later than the date reported in the Enrollment Date characteristic. (Exit Date > Enrollment Date)
- The Exit Date must be after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM. (EEM district open date < Exit Date < EEM district closed date)
- If the District Exit Status characteristic does not contain code "19" or "00", then this characteristic must contain a valid date; otherwise an error will occur.
- If District Exit Status contains the code "19" or "00", then the District Exit Date must be blank; otherwise an error will occur.
- If the District Exit Status contains code "01", "02", "03", "04", "05", "06", "40", "41", or "42", then the District Exit Date may be a future date within the current school year. Otherwise, the District Exit Date must be before or the same as the current system date or an error will be generated.
- If District Exit Date contains a valid date, then you must report the Attendance component unless the student record meets one of the following criteria:
  - The Student Residency characteristic contains code "04", "08", "09", "12", "13" or "15".
  - The code reported in the characteristic Grade Or Setting is "20" or "30".
  - The date reported in this characteristic is the same as or before September 1 of the current school year.
  - The characteristic Program Eligibility Participation contains code "9229" and the sum of Section 52 FTE and Section 53 FTE is not greater than 0.00.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### Characteristic Tip

*The data populating this field for the EOY General Collection should reflect the student's status as of the last day of the academic school year (e.g., if the student is graduating at the end of the academic school year, the date in this field would be the day after the last day of the academic school year).*

## **Exit Type**

(Moved from the retired Entity Demographics Component)

### **Characteristic System Name**

ExitType

### **Definition**

Indicates the system/origin of the exit record submission. FOR STATE OF MICHIGAN INTERNAL USE ONLY.

**NOTE:** We have included the Exit Type characteristic in this manual because it appears on the system-generated schema. Districts do not use this characteristic and therefore should not report it.

## **Fiscal Entity Component RETIRED**

**The characteristics collected in the Fiscal Entity Component have been moved into the Early Childhood Programs Component. Please refer to that section of the manual for information about these data.**

We use the Fiscal Entity component to collect data in the Early Childhood Collection about the entity that receives payment, and is fiscally responsible, for the educational programs and/or services provided to the student. You are required to submit this component because there are instances where the entity providing the programs and/or services may differ from the entity that is financially responsible.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Fiscal Entity Type Code	List of Values	1	Required	No	1
Fiscal Entity Code	Text	2	Required	No	1

## General Education FTE

The General Education FTE is the vehicle for claiming membership in general education for a student enrolled in your district. You must report students who are eligible for general education FTE with the General Education FTE component included in their records in order for the applicable FTE to be assigned to the district. If you **fail to submit the FTE data in the record of a student for whom you are claiming membership, you will receive no foundation payment for that student.**

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
General Education FTE	Decimal Number	1	Required	No	1

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

#### When Is This Component Required?

The General Education FTE is an optional component. However, you must submit the data when applicable for each student. If you **fail to submit the General Education FTE in the record of a student for whom you are claiming general education membership, you will receive no foundation payment for that student.**

Remember that **OPTIONAL** does *NOT* mean that you do not have to report the data when they are applicable to the student. It means that the **MSDS SYSTEM** cannot determine when or for which students you are **REQUIRED** to report the data. Each reporting entity is responsible for identifying when it must report the data, based on program requirements.

### **Total FTE**

You may submit FTE for general education in the General Education FTE and in the Special Education component for special education services; however, the total reported FTE for a student may not be greater than one (1.00).

### **Out-Of-State Students**

You cannot claim students who are not residents of the state of Michigan for FTE membership. However, you should report them if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation component, and should not report them with a Resident LEA Number.

### **Resident LEA Dependency**

When a student record contains the General Ed FTE characteristic with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics component. An error will occur if there is no Resident LEA code.

**NOTE:** Only report the total amount of FTE eligible to be claimed for the general education services received by the student in the General Education FTE component. Special education FTE (Section 52 and Section 53) must be reported in the Special Education component.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **General Education FTE**

### **Characteristic System Name**

GeneralEdFTE

### **Definition**

The full-time equivalency (FTE) for which the student receives educational programs and/or services from the operating district. FTE is an individual pupil's pro rata share of membership.

For more detailed FTE information, please refer to the [Michigan Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

### **Use**

MDE and CEPI use these data for tracking and for state school aid foundation payments.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

Field 18: FTE in General Education (Membership)

### **Specification**

Decimal number data type with a fixed length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

### **Instructions**

- Enter the full time equivalency (FTE) for which the student is eligible for general instructional programs provided to regular and special education pupils in grades K–12. Do not include adult education or early childhood participants.
- The reported value must be equal to or greater than zero but no greater than 1.00 (General Ed FTE = > 0.00 and = < 1.00). Do not enter negative values.
- You may use either tenths or hundredths, as long as you are consistent in the use of either one.
- If the reported value is greater than zero (General Ed FTE > 0.00), the student must meet the following age requirements:
  - Less than twenty years of age (Student's age < 20) as of September 1 of the current school year AND five years of age or older (Student's age = > 5) as of December 1 of the current school year.

**OR**

- If the student is reported with a valid code in Primary Disability in the Special Education component, the student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year AND five years of age or older (Student's age = > 5) as of December 1 of the current school year.
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component. (You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.)
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the submitted code in the characteristic Grade or Setting is "14", "20" or "30", (Grade or Setting = "14", "20" or "30" then General Ed. FTE =0.00)
  - If the submitted code in the characteristic Grade or Setting is "00" and the submitted code in Student Residency is "04" or "08". (Grade or Setting = "00" and Student Residency = "04" or "08", then General Ed. FTE =0.00)
  - If the reported code in District Exit Status is not "19".
  - If the operating district is an ISD (as identified in EEM) and the reported code in Student Residency is "12" (Student Residency = "12" then General Ed. FTE = 0.00)
  - If the reported school or facility closed prior to the legislated count date (EEM close date < count date, then General Ed. FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then General Ed. FTE = 0.00)
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of State Aide and School Finance**  
Karla Miller  
517-373-3352  
[MillerK47@michigan.gov](mailto:MillerK47@michigan.gov)

**Characteristic Tip**

*If you fail to submit the FTE data in the record of a student, you will receive no foundation payment for that student.*

## Homeless Demographics Component

We use the Homeless Demographics component to collect data about students who experience a period of homelessness during the current school year. A student who meets the criteria for homelessness for any period of time within the school year is eligible for all homeless services for the entire school year.

In addition to the Homeless Demographics component, include the Supplemental Nutrition Eligibility (SNE) component on records for homeless students. However, even if you do not report the SNE data for them, all students identified as homeless will be counted as part of your district's supplemental nutrition count which is used to determine the economically disadvantaged subgroup. Please refer to the SNE component details for additional information.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Primary Nighttime Residence (Homeless)	List of Values	1	Required	No	1
Unaccompanied Youth	Yes/No	2	Required	No	1

### Component Validation Rules

These rules apply to the component as a whole. Refer to the Characteristic Detail section for more detailed rules related to specific characteristics within this component..

### When Is This Component Required?

You are required to report the Homeless Demographics component when a student has been identified as homeless. You may submit the component through any of the three General (Fall, Spring and EOY), Student Record Maintenance or Early Childhood collections. Once you have reported the student as homeless, you do not have to report this component again during the current school year; the student will be identified as homeless for the full school year. However

you will need to submit an updated record in the event that the student's unaccompanied youth status changes from "no" to "yes". The system will accept additional submissions of this component if you wish to submit it again to update the student's data or to accommodate your local student information system's data extract.

### **Supplemental Nutrition Eligibility**

Students who are identified as being homeless are eligible for free milk and/or meals through the Child Nutrition Program and you must report them with code "1" in the SNE component. You may do this via the Fall General Collection. If the student is enrolled in your district after that collection closes, you may submit the SNE component in the Student Record Maintenance (SRM), Spring General or EOY General Collections.

***NOTE: The MSDS will identify students as **eligible for free milk/meals** who have been identified as **homeless** during the current school year, even if you do not include the SNE component on their records. The determination of your district's **economically disadvantaged subgroup** is based on students who are identified as eligible for free or reduced-price meals or milk. Therefore, it is imperative that your district's homeless liaison be involved in the review of the **Staging Area Reports** before certifying the collection.***

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## Primary Nighttime Residence

### Characteristic System Name

Homeless

### Definition

The primary nighttime residence of a student identified as homeless.

According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate residence are considered homeless. A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular (i.e., nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

For more information please refer to [Title X, Part C](#), of the *No Child Left Behind Act*.

### Use

CEPI and MDE use these data for federal and state reporting requirements and grant allocations.

### Citation

School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; NCLB, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251, 20 USC 7824

### SRSD/MSDS Reference

Field 34: Homeless

### Specification

List of values (choose from list)

Code	Text	Description
10	Shelters	Supervised publicly or privately operated facilities designed to provide temporary living accommodations. (NOTE: Youth shelters and victim shelters are now included within this category.)
11	Transitional housing	Temporary accommodations for homeless individuals and families provided as a step toward permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing.
12	Awaiting Foster Care	A student awaiting foster care placement is defined as homeless under the McKinney-Vento Homeless Assistance Act. Additionally, a student placed in a foster care home is considered temporarily placed, thus eligible for McKinney-Vento services, until that student is in the foster care home for a minimum of six (6) months.

<b>Code</b>	<b>Text</b>	<b>Description</b>
13	Doubled-Up	Sharing the housing of other persons because of the loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination; keeping in mind the determining factor is whether the accommodation is a "fixed, regular and adequate nighttime residence."
14	Hotel/Motel	A hotel is a building or commercial establishment where people pay for lodging. A motel is a hotel intended to provide short-term lodging for traveling motorists, usually situated close to a highway and having rooms accessible from the parking area.
15	Unsheltered	Includes cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or as a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence. (NOTE: Because the Federal Emergency Management Agency (FEMA) trailers are considered temporary trailers, the primary nighttime residence category for FEMA trailers would be "Unsheltered.")

### Instructions

- Choose/enter the code which best represents the nighttime residence of the student at the time he or she was first identified as homeless during a given school year.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless component.

### State Of Michigan Contact

**Michigan Department of Education**  
**Office of Education Improvement and Innovation (OEII)**  
Pam Kies-Lowe, Homeless Education Consultant  
517-241-1162  
[Kies-LoweP@michigan.gov](mailto:Kies-LoweP@michigan.gov)

### Characteristic Tip

*When a student has more than one type of nighttime residence, report the nighttime residence of the student at the time he or she was first identified as homeless during a given school year.*

## **Unaccompanied Youth Status**

### **Characteristic System Name**

UnaccompaniedYouth

### **Definition**

The student's status as an unaccompanied youth under the McKinney-Vento Act. An unaccompanied youth is an individual who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless.

For more information please refer to [Title X, Part C](#), of the *No Child Left Behind Act*.

### **Use**

CEPI and MDE use these data for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; NCLB, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251, 20 USC 7824

### **SRSD/MSDS Reference**

None

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- Choose/enter the code which indicates if the student is an unaccompanied youth, under the McKinney-Vento Act.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless component.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Education Improvement and Innovation (OEII)**

Pam Kies-Lowe, Homeless Education Consultant

517-241-1162

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### **Characteristic Tip**

*Once the student has met the criteria to be identified as an unaccompanied youth, his or her status for this characteristic remains "Yes" for the current school year.*

## Initial IEP Component

We use the Initial IEP component to collect data about a student who is not currently participating in any special education program or service(s) and is referred for evaluation to determine special education eligibility. Do not report data in this component for a student with disabilities who is participating in special education programs or services at the time a new referral is received. Do not report annual IEP data here either. **You should only report data in the Initial IEP component when the student is not participating in special education programs or services at the time of the referral.** This includes an infant or toddler who has an individualized family service plan (IFSP) but no IEP.

In addition to the Initial IEP component, you may also need to include in the student record one or more of the following components:

- Special Education

When you submit the Initial IEP component, you may or may not report the student with the Special Education component. If the student was evaluated and found not eligible for special education programs and/or services, then would not report the record with any other special education data. Please refer to the applicable component details for additional information.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Date of Parental Consent	Date	1	<u>Required</u>	No	1
Timeliness of Initial IEP	List of Values	2	Conditional	No	1
Result of Initial IEP	List of Values	3	<u>Required</u>	No	1
Days Beyond Timeline	Whole Number	4	Conditional	No	1

School Demographics	Personal Demographics	Enrollment	Membership	GeneralEdFTE	<b>Initial IEP</b>	Special Education
<span style="border: 1px solid red; padding: 2px;">X</span>						
Date of Parental Consent: <span style="color: blue;">?</span>	<input style="width: 150px; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text" value="7/19/2011"/> <span style="font-size: 20px; color: #ccc;">X</span>					
Timeliness Of Initial IEP: <span style="color: blue;">?</span>	<input style="width: 500px; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text" value="13-IEP Not Timely: Parent did not make child available"/>					
Result Of Initial IEP: <span style="color: blue;">?</span>	<input style="width: 500px; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text" value="1-Student was found eligible"/>					
Days Beyond Timeline: <span style="color: blue;">?</span>	<input style="width: 150px; height: 25px; border: 1px solid #ccc; border-radius: 5px;" type="text" value="15"/>					

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You are required to submit the Initial IEP component when a student not currently participating in special education programs or services is referred for evaluation to determine the student's eligibility for special education programs and services. You must report the results of a referral in the Initial IEP component in the following situations:

- A student who has never received special education programming or services is referred for evaluation.

#### **For example:**

*Situation 1 - A child who has not previously been evaluated for special education programming or services is referred for evaluation. This is an initial IEP.*

*Situation 2 - A child who was previously evaluated for special education programming or services but was found not eligible, has a new referral for evaluation. This is an initial IEP.*

- A student who previously participated in special education programs and/or services, but has since been exited from special education, is referred for evaluation. This student is not currently participating in special education programs or services. Therefore the referral is considered an initial IEP.

#### **For example:**

*Situation 1 - A student previously participating in special education programs or services within your district has been officially exited from special education. This student subsequently receives a new referral for evaluation. Because the student is not currently participating in special education programs or services, this is considered an initial IEP.*

*Situation 2 - A student transfers into a new district. The student had previously participated in special education programs or services and was officially exited from special education by the previous district. Once enrolled in the new district, the student receives a referral for evaluation. Because the student is not currently participating in special education programs or services, this is considered an initial IEP.*

- A child moves into Michigan with a current IEP from another state and is enrolled in your district. This student is not currently participating in special education programs or services in the state of Michigan, therefore this is considered an initial IEP. Keep in mind that the child must be immediately provided with a free appropriate public education. Your district must provide the child with the appropriate programs and services, with or

without parental consent, and implement the current IEP or convene an IEP team meeting within 30 school days. Your district must also conduct a review of existing evaluation data for the child to determine if an evaluation to determine eligibility or obtain additional data is necessary. You should also determine if there are additional required timelines that apply. NOTE: Code ("22") has been added to the characteristic "Timeliness Of Initial IEP" to better identify those students who move into the state of Michigan with an IEP.

If you have questions related to a student who moves in and out of Michigan repeatedly, please contact the Office of Special Education and Early Intervention Services.

### **When Is This Component NOT Applicable?**

Do not submit the Initial IEP component in any instance when an IEP is held for a student currently participating in special education programs or services. By definition, an initial IEP only applies to students who are not currently participating in special education programs or services. Do not report the results of an IEP in the Initial IEP component in the following situations:

- A student currently participating in special education programs and/or services is referred for evaluation for eligibility for a different special education program and/or service.
- A re-evaluation/IEP is held for a student currently participating in special education programs and/or services. A student participating in special education programs or services is required by NCLB IDEA to be re-evaluated at least once per calendar year. This annual evaluation is not an initial IEP.
- A student transfers into your district from a district where he/she was participating in special education programs and/or services. The student was not officially exited from special education by the other district. Therefore, the student is still eligible for special education programs and/or services under the IEP from the previous district. This is not an initial IEP.

### **Reporting Students When Services are Refused**

Cope "3" in the characteristic "Results Of Initial IEP" has been revised to to capture data about any students who have been found eligible for special education programs or services, but whose parents decline services. When services are declined before the student begins receiving them, you must report this code. (NOTE: Code "3" is no longer restricted to non-public or homeschooled students.)

#### **For example:**

The student is referred for evaluation and parental consent is obtained. The student is evaluated and found eligible for special education programs or services. The parent refuses the special

education programs and services offered to the student by your district. Since the student did not begin receiving special education programming or services, only the Initial IEP component should be included in the student record. Do not include the Special Education component.

If you are not sure if a referral should be considered an initial IEP, please contact the Office of Special Education and Early Intervention Services for additional guidance.

**Michigan Department of Education  
Office of Special Education and Early Intervention Services**

Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

DRAFT

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## Date of Parental Consent

### Characteristic System Name

DateOfParentalConsent

### Definition

The date on which the entity received the signed Parental Consent to Evaluate form. It is the beginning of the timeline for completion of the initial IEP.

### Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

### Citation

Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

### SRSD/MSDS Reference

None

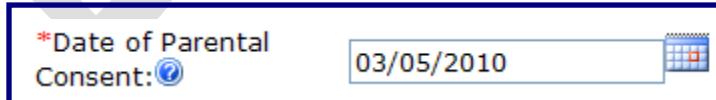
### Specification

Date (only); CCYY-MM-DD

### Instructions

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:  

<DateOfParentalConsent>2010-03-05</ DateOfParentalConsent >
  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



\*Date of Parental Consent:  

- You are required to report this characteristic when you report the Initial IEP component and the code reported in Timeliness Of Initial IEP is not "22".
- If the student has had a previous initial IEP, the reported date in this characteristic must be after the date of the previous initial IEP parental consent date.
- If the student has been exited from special education, the reported date in this characteristic must be after the most recent special education exit date.

- The reported date must be equal to or after the student's date of birth.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
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DRAFT

## **Timeliness of Initial IEP**

### **Characteristic System Name**

TimelinessOfInitialIEP

### **Definition**

The timeliness status for the evaluation of eligibility.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

### **Citation**

Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

### **SRSD/MSDS Reference**

Field 39a: Completion of Initial IEP

### **Specification**

List of values (choose from list)

**Use these codes when an initial IEP was completed within the required timeline:**

<b>Code</b>	<b>Text</b>	<b>Description</b>
11	IEP completed within 30 school days	The evaluation was completed within the allocated 30 school days.
12	IEP completed within extended timeline	The evaluation was completed within the agreed-upon written timeline extension.
22	Child moved into Michigan from another state with a current IEP	The IEP from the previous state was implemented while conducting a review of the existing evaluation or convening an IEP team meeting within 30 school days.

**Use these codes when an initial IEP was completed, but not within the required timeline:**

<b>Code</b>	<b>Text</b>	<b>Description</b>
13	IEP Not Timely: Parent did not make child available	The child's parent(s) or guardian(s) did not make the child available for evaluation during the timeline.

<b>Code</b>	<b>Text</b>	<b>Description</b>
14	IEP Not Timely: Timeline began in previous district	The child enrolled in the district after the 30-school-day timeline began and prior to a determination of eligibility by the previous district.
15	IEP Not Timely: Personnel not available for Evaluation	Evaluation personnel not available to complete the evaluation within the 30-school-day timeline or agreed-upon written extension.
16	IEP Not Timely: Personnel not available for IEP	District staff not available to complete the IEP within the 30-school-day timeline or agreed-upon written extension.
17	IEP Not Timely: External reports not available	Doctors, hospitals, etc. did not respond with legally required reports needed for certification of impairment.

**Use these codes when an initial IEP will never be completed:**

<b>Code</b>	<b>Text</b>	<b>Description</b>
18	IEP Not Completed: Student died	Because of the death of student, evaluation and/or initial IEP will not be completed.
19	IEP Not Completed: Parent withdrew consent	The child's parent(s) or guardian(s) revoked consent for evaluation.
20	IEP Not Completed: Parent did not make child available	The district made an attempt to evaluate the child, but his/her parent(s) or guardian(s) did not make the child available for evaluation.
21	IEP Not Completed: Student moved	The child moved from the district and was unavailable for the completion of the evaluation and initial IEP.

**Instructions**

- Choose/enter the code that best represents the timeliness status for the evaluation of eligibility for the student.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- When you report data in the characteristics ResultOfInitialIEP or DaysBeyondTimeline, you must also submit a valid code in TimelinessOfInitialIEP .

- When you report code "22", you must submit the characteristic Result of Initial IEP with code "01".
- When you report code "22", you are not required to report the characteristic Date of Parental Consent.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

## Result of Initial IEP

### Characteristic System Name

ResultOfInitialIEP

### Definition

The outcome of the initial IEP determining if the student is eligible or ineligible for special education programs and services.

### Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

### Citation

Revised Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 614

### SRSD/MSDS Reference

Field 39b: Result of Initial IEP

### Specification

List of values (choose from list)

Code	Text	Description
1	Student was found eligible	The student was evaluated and found eligible for special education programs and/or services.
2	Student was found not eligible	The student was evaluated and found not eligible for special education programs and/or services.
3	Student was found eligible, services refused	The student was evaluated and found eligible for special education programs and/or services; however the parent or guardian refused special education programs and services. <u>This code may now be used for any eligible student for whom services are refused.</u> <u>NOTE: This code should only be used when the student has been parentally placed in a non-public school or is homeschooled.</u>

### Instructions

- Choose/enter the code that best represents the results of the student's evaluation of eligibility for special education programs and/or services.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

- ~~If you report code "3" in this characteristic, the Student Residency characteristic in the Entity Demographics component must contain one of the following codes: "04", "07", "08" or "15".~~
- If you report code "2" or "3" in this characteristic, the student record must not contain a value in the Primary Disability characteristic in the Special Education component.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required by another business rule to enter it.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- If the characteristic Timeliness of Initial IEP contains code "11", "12", "13", "14", "15", "16", "17" or "22", then this characteristic must contain a valid code.
- If the characteristic Timeliness of Initial IEP contains code "22", then this characteristic must contain code "1".
- If the characteristic Timeliness of Initial IEP contains code "18", "19", "20" or "21", do not submit this characteristic in the XML file or, in the online entry form, leave it blank.

#### **State Of Michigan Contact**

**Michigan Department of Education  
Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

#### **Characteristic Tip**

*Only report the Result of Initial IEP if an evaluation and IEP are completed.*

## **Days Beyond Timeline**

### **Characteristic System Name**

DaysBeyondTimeline

### **Definition**

The number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

### **Citation**

Michigan Administrative Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446), Sec. 614

### **SRSD/MSDS Reference**

Field 39c: School Days Beyond Evaluation and Completion of Initial IEP Timeline

### **Specification**

Whole number (integer) data type, format: NNN

- Maximum length: 3
- Minimum value: 0
- Maximum value: 365

### **Instructions**

- Enter the whole number (0-365) that represents the number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension
- If you enter anything other than a whole number, 0 through 365, the system will generate a file-level error and will reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required by another business rule to enter it.
- If the characteristic Timeliness of Initial IEP contains code "13", "14", "15", "16", "17" then this characteristic must contain a value greater than zero.
- If the characteristic Timeliness of Initial IEP contains code "11", "12", "18", "19", "20", "21" or "22", do not submit this characteristic in the XML file or in the online entry form, leave the characteristic blank.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

**Characteristic Tip**

*Only report the Days Beyond Timeline characteristic if an evaluation and IEP are completed beyond the 30 school-day or written agreed-upon timeline.*

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## Limited English Proficiency (LEP) Component

We collect data in the LEP component about students who have been identified as having limited English proficiency.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Funding Participation	List of Values	1	Required	Yes	Unbounded (1 per code)*
LEP Instructional Program	List of Values	2	Required	Yes	Unbounded (1 per code)*
Home Language	List of Values	3	Required	Yes	Unbounded
LEP Exit Reason	List of Values	4	Conditional	No	1
LEP Exit Date	Date	5	Conditional	No	1
LEP Re-Entry Date	Date	6	Optional	No	1

\*The schema rules allow users to upload the file with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot displays the LEP component data entry screen. At the top, there is a navigation bar with tabs: School Demographics, Personal Demographics, Enrollment, Membership, GeneralEdFTE, and LEP. The LEP tab is currently selected. Below the tabs, there are four dropdown menus:

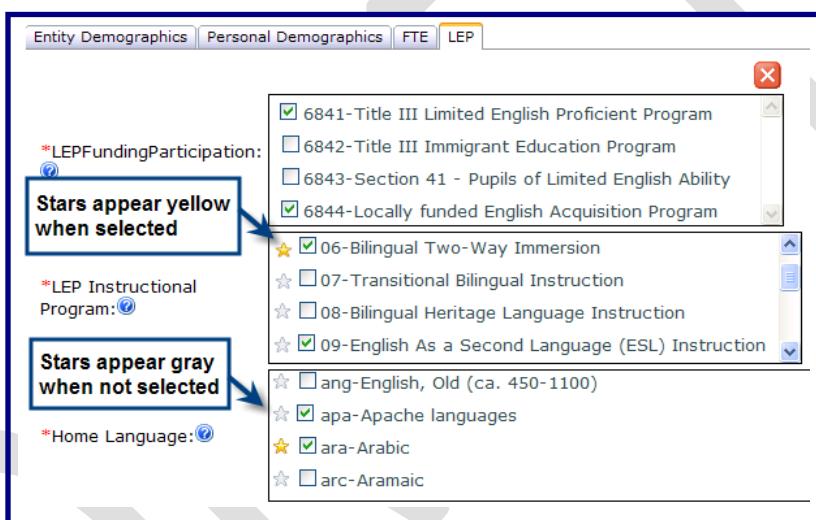
- \*LEPFundingParticipation:** A dropdown menu showing four options: 6841-Title III Limited English Proficient Program (selected), 6842-Title III Immigrant Education Program, 6843-Section 41 - Pupils of Limited English Ability (selected), and 6844-Locally funded English Acquisition Program.
- \*LEP Instructional Program:** A dropdown menu showing five options: 05-Bilingual Dual-Language Instruction, 06-Bilingual Two-Way Immersion (selected), 07-Transitional Bilingual Instruction, and 08-Bilingual Heritage Language Instruction (selected).
- \*Home Language:** A dropdown menu showing four options: hit-Hittite (selected), hmñ-Hmong, hmo-Hiri Motu, and hun-Hungarian.
- LEP Exit Reason:** A dropdown menu showing one option: Please Select.
- LEP Exit Date:** A date input field with a calendar icon.
- LEP ReEntry Date:** A date input field with a calendar icon.

## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### Primary Codes

This component is not multi-valued; however, you can submit the characteristics LEP Funding Participation, LEP Instructional Program and Home Language multiple times through this component (up to once per code). If you include more than one occurrence of the characteristics LEP Instructional Program or Home Language in the record, MSDS will identify the code contained in the first occurrence as the primary value for reporting purposes. When entering these data manually, users must identify the primary code by selecting the star next to the code. If only one code is selected, that code will be considered primary.



Do not select a primary code for LEP Funding Participation.

The LEP section of this student record in the XML file would look similar to this (NOTE: the characteristic system name for Home Language is "PrimaryLanguage"):

```
<LEP>
  <FundingParticipation>6841</FundingParticipation>
  <FundingParticipation>6844</FundingParticipation>
  <LEPIInstructionalProgram>06</LEPIInstructionalProgram>
  <LEPIInstructionalProgram>09</LEPIInstructionalProgram>
  <PrimaryLanguage>ara</PrimaryLanguage>
  <PrimaryLanguage>apa</PrimaryLanguage>
</LEP>
```

## **Language Codes**

MSDS utilizes the three-character (alphabetic) language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* ([http://www.loc.gov/standards/iso639-2/php/code\\_list.php](http://www.loc.gov/standards/iso639-2/php/code_list.php)). These are the codes used by USED for reporting.

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## **Definition of Limited English Proficient (According to No Child Left Behind)**

**<http://www.ed.gov/legislation/ESEA02/>**

### Title IX General Provisions, Part A Definitions

Section 9101 (25) Limited English Proficient: The term "limited English proficient," when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

Also see [http://www.michigan.gov/documents/Revised\\_State\\_Manual\\_2003\\_64173\\_7.pdf](http://www.michigan.gov/documents/Revised_State_Manual_2003_64173_7.pdf)

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **LEP Funding Participation**

### **Characteristic System Name**

FundingParticipation

### **Definition**

The funding source that is utilized for the limited-English proficient program/service in which the student participates.

### **Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### **Citation**

NCLB, 20 USC 6913; 20 USC 6894; Immigration and Nationality Act, 20 USC 6825, 20 USC 6842

### **SRSD/MSDS Reference**

Field 82: Funding Participation

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
6841	Title III Limited English Proficient Program	A federal program under No Child Left Behind that provides instruction and professional development to help limited-English proficient (LEP) students in the speedy acquisition of English-language proficiency, to achieve in core academic subjects, and to meet state standards.
6842	Title III Immigrant Education Program	A federal program under No Child Left Behind that provides immigrant children and youth with high quality instruction that helps them meet challenging state standards, and assists them in their transition into American society.

Code	Text	Description
6843	Section 41 – Pupils of Limited English Ability	A state program that provides bilingual instruction for limited English-speaking pupils in speaking, reading, writing, or comprehension. The instruction must be conducted or supervised by a teacher with a Michigan bilingual endorsement. It uses two languages, English and the home language, as the means of instruction.
6844	Locally funded English Acquisition Program	Student participates in a locally funded LEP program that does not receive state or federal funds

### Instructions

- Choose/enter the code that best represents the funding source used.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If the code reported in this characteristic is "6842" then one of the codes you submit in the characteristic Program Eligibility Participation in Program Participation component must be "9130" (Immigrant).
- If the code reported in this characteristic is "6841", "6842" or "6843" then you must also report at least one occurrence of the characteristic Home Language (PrimaryLanguage) in this record.

### State Of Michigan Contact

**Michigan Department of Education**  
**Office of Field Services, Special Populations Unit**  
Shereen Tabrizi  
517-373-6066  
TabriziS@michigan.gov

### Characteristic Tip

*If your district provides LEP instruction for a student but does not receive specific LEP state or federal funding, report this characteristic with the funding source "Locally funded English Acquisition Program" (code 6844).*

## **LEP Instructional Program**

### **Characteristic System Name**

LEPInstructionalProgram

### **Definition**

The English-language acquisition program(s) in which the student is currently enrolled.

### **Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### **Citation**

NCLB, 20 USC 6913; 20 USC 6894

### **SRSD/MSDS Reference**

Field 71: LEP Instructional Program

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
05	Bilingual Dual-Language Instruction	The goal of these bilingual programs (also known as two-way or developmental) is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.
06	Bilingual Two-Way Immersion	Bilingual two-way immersion is a program in which a second language (English) is used along with the student's first language for curriculum instruction during some part of elementary or secondary schooling. The goal of two-way immersion programs is functional competence in both languages.
07	Transitional Bilingual Instruction	This program, also known as early-exit bilingual education, utilizes a student's primary language instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining and developing skills in English. The primary purpose of a TBI program is to facilitate the English-language learner's (ELL's) transition to an all-English instructional program, while receiving academic subject instruction in the native language to the extent necessary.

<b>Code</b>	<b>Text</b>	<b>Description</b>
08	Bilingual Heritage Language Instruction	An instructional program that aims to develop fully bilingual and bi-literate students by conducting core curriculum classes in English and in the student's home language.
09	English As a Second Language (ESL) Instruction	A program of techniques, methodology, and special curriculum designed to teach English-language learners (ELLs) skills, which may include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL instruction is usually in English with little use of the native language.
10	Sheltered ESL Instruction	An instructional approach used to make academic instruction in English understandable to English language learners (ELLs). In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.
11	Structured English Immersion	The goal of this program is acquisition of English language skills so that the English language learner (ELL) can succeed in an English-only mainstream classroom.
12	Content-based English as a Second Language	This approach makes use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
13	Newcomer Program	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English-language development programs, or mainstream classrooms with supplemental ESL instruction).
14	Other Program	Student participates in an LEP program other than one described.
15	Refused Services	The student is determined to be eligible for LEP services and services have been refused.
16	No Services Offered	No LEP Services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin, a school district is required by law to take steps to help LEP students and ELLs overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs. A complete discussion of the law and guidance is available at: <a href="http://www.ed.gov/about/offices/list/ocr/ell/index.html">http://www.ed.gov/about/offices/list/ocr/ell/index.html</a>

### **Instructions**

- Choose/enter the code that best represents the program in which the student participates.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If you include multiple occurrences of this characteristic with the record, the first submitted code will be identified as the primary program. Primary values are indicated with a yellow star in the online form.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Field Services, Special Populations Unit**  
Shereen Tabrizi  
517-373-6066  
[TabriziS@michigan.gov](mailto:TabriziS@michigan.gov)

### **Characteristic Tip**

*When a student participates in multiple LEP programs, indicate the primary program by reporting it first or by selecting the star beside it in the online entry form.*

## Primary (Home) Language

### Characteristic System Name

PrimaryLanguage

### Definition

The student's primary or home language if a home language survey indicates that the language of the home is not English or the student's primary language is not English.

### Use

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### Citation

Immigration and Nationality Act, 20 USC 6825; NCLB 20 USC 6917, 20 USC 6914

### SRSD/MSDS Reference

Field 75: Primary Language

### Specification

List of values (choose from list)

- Use the three-character (alphabetic) language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* ([http://www.loc.gov/standards/iso639-2/php/code\\_list.php](http://www.loc.gov/standards/iso639-2/php/code_list.php)). These are the codes used by USED for reporting.

There are a number of languages that are not included on this list. Please follow the directions below for reporting languages that do not appear on the ISO 639-2 listing of language codes.

- We provide collective language codes for languages where a relatively small number of documents exist or are expected to be written, recorded or created. The word "languages" as part of a language name in the ISO 639-2 indicates that this is a collective language code. Do not use a collective language code when an individual language code is available.
- When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
- Only use the code "und" (Undetermined) when the student's home language is unknown or truly cannot be determined.

If you have any programmatic questions, please contact the Office of Education Improvement and Innovation.

### **Instructions**

- Choose/enter the code that best represents the language spoken in the student's home.
- If you enter anything other than one of the codes included in the list of language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* list, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the LEP component.
- If you include multiple occurrences of this characteristic with the record, the first submitted code will be identified as the primary language. Primary values are indicated with a yellow star in the online form.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Field Services, Special Populations Unit**  
Shereen Tabrizi  
517-373-6066  
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### **Characteristic Tip**

*When a student has multiple languages spoken in the home, indicate the primary language first.*

## **LEP Exit Reason**

### **Characteristic System Name**

LEPExitReason

### **Definition**

The reason that the student is no longer participating in a limited-English proficient program.

### **Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### **Citation**

NCLB, 20 USC 7012

### **SRSD/MSDS Reference**

Field 78: LEP Exit Reason

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
50	Student scored in the proficient range on the ELP test	On an assessment of English language proficiency, the student scored in the proficient range.
51	Student left school	The student left school for a reason other than graduation.
52	Parent request	The parent/guardian requested that the student be removed.
53	Student graduated	The student graduated from school.
54	Other	Student has left the program to participate in services provided by another school program, such as special education, for example.

### **Instructions**

- Choose/enter the code that best represents the reason that the student is no longer participating in the LEP program.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the characteristic LEP Exit Date with a valid date.

- If this characteristic contains code "51", then the District Exit Status characteristic in Enrollment must contain code "05"–"18", "20" or "21".
- If this characteristic contains code "53", then the District Exit Status characteristic in Enrollment must contain code "01"–"04", "40", "41" or "42".

**State Of Michigan Contact**

**Michigan Department of Education  
Office of Field Services, Special Populations Unit**

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DRAFT

## **LEP Exit Date**

### **Characteristic System Name**

LEPExitDate

### **Definition**

The date (month, day, and year) that the student was no longer engaged in either a LEP or an ESL program or service.

### **Use**

Because of No Child Left Behind legislation, we are required to track limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### **Citation**

NCLB, 20 USC 7012; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 79: LEP Exit Date

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<LEPExitDate>2010-04-16</LEPExitDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

LEP Exit Date: 	04/16/2010 
--	--

- You are required to submit this characteristic when you submit the characteristic LEP Exit Reason.
- You may not submit a future date in this characteristic.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering through the online form, unless you are required to submit it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Field Services, Special Populations Unit**  
Shereen Tabrizi  
517-373-6066  
[TabriziS@michigan.gov](mailto:TabriziS@michigan.gov)

DRAFT

## **LEP Re-Entry Date**

### **Characteristic System Name**

LEPReEntryDate

### **Definition**

The date (month, day and year) that the student became re-engaged in either an LEP or an ESL program or service. This student has transitioned out of English-language acquisition programs in the last two years, but was reclassified as LEP after transitioning. The reason for the reclassification may be classroom performance, state test performance, teacher recommendation, self-referral, parent request or other.

### **Use**

No Child Left Behind legislation requires the tracking of limited-English proficient students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

### **Citation**

Elementary and Secondary Education Act of 2001 (NCLB), Title III, Sec. 3123; Section 41 Instruction for Pupils of Limited English Speaking Ability; Immigration and Nationality Act 3123; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 81: Date of Re-entry into LEP Program

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

**<LEPExitDate>2010-04-16</LEPExitDate>**

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

LEP Exit Date: 	<input type="text" value="04/16/2010"/> 
--	---

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when enter it through the online form, unless you are required to enter it by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**  
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**Characteristic Tip**

*The date of re-entry must be after the last reported LEP Exit Date.*

## NEW Membership Component

The data collected in the Membership component are used for the determination of residency and eligibility for full-time equivalency (FTE). Data collected in this component were previously collected as part of the retired Entity Demographics component. The Membership component is required in all General Collections (Fall, Spring and EOY) and the Student Record Maintenance Collection. It is not allowed in any other collection.

There are dependencies between characteristics in the Membership component and:

- School Demographics component – Operating District Number characteristic
- Personal Demographics component – Resident LEA Number characteristic
- General Education FTE component – General Ed FTE characteristic
- Special Education component – Section 52 FTE and Section 53 FTE characteristics

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Date of Count	Date (only)	1	Conditional	No	1
Student Residency	List of Values	2	Required	No	1
Ten/30-Day Rule	Yes/No	3	Conditional	No	1

The screenshot shows a software application window with a navigation bar at the top containing tabs: School Demographics, Personal Demographics, Enrollment, Membership (which is highlighted in yellow), Homeless Demographics, and Discipline. Below the tabs is a form with three input fields. The first field is labeled 'Date of Count:' with a value of '10/5/2011'. The second field is labeled '\*Student Residency:' with a dropdown menu showing '14-All other resident students'. The third field is labeled '10/30 Day Rule:' with a dropdown menu showing 'No'.

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You are required to submit the Membership component when you submit student data through the Student Record Maintenance or any of the three General Collections. It is not allowed to be submitted in any other collection.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## Date of Count

(Moved from the retired Entity Demographics Component)

### Characteristic System Name

DateOfCount

### Definition

The month, day and year the reporting district completed the membership count.

Note: This date must correspond with the associated legislated count date unless a waiver is approved by MDE. For the EOY General Collection, report the last day of the school year.

### Use

CEPI and MDE use these data to associate a given student record to a specific time period.

### Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### SRSD Reference

Field 123: Date of Count

### Specification

Date (only); CCYY-MM-DD

### Instructions

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<DateOfCount>2009-09-30</DateOfCount>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.
- You are required to submit this characteristic when you submit records in any General Collection (Fall, Spring or EOY).
- When you submit this characteristic as part of a General Collection (Fall, Spring or EOY), the reported date must be within the current school year (September 1 < Date Of Count >= June 30).
- If the date submitted in this characteristic is not the same as the legislated count date for the collection, a warning will be generated during the Quality Review process.
- Report the same date for all students in an individual building. An error will be generated during the Quality Review process if the Date of Count is not the same for all students reported with the same School Facility Number.
- When submitted in a General Collection, the date reported fall between the previous and following count dates or an error will occur.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

#### **Characteristic Tip**

*When extracting students for the End-of-Year General Collection, local student management systems should include students who may have enrolled after the spring submission, were present on the last day of the current academic year and were exited from the district afterward. For example, this would include a student who enrolled as a senior after the spring count and then graduated from the district at the end of the current academic year.*

## **Student Residency**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

StudentResidency

### **Definition**

The student's residency related to the geographic boundaries of the district and/or residency requirements outlined in the Pupil Residency section of the MDE Pupil Accounting Manual.

For more detailed explanations of residency, see the Residency Related Information section of the Pupil Accounting Manual:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6605-22360--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html)

### **Use**

CEPI and MDE use these data for compensation calculations and NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 388.1606a, 388.1606b, 388.1620(5), 388.1624, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1709, 388.1763a, 388.1766b; 20 USC 2342 (CTE)

### **SRSD Reference**

Field 30: Student Residency (Membership)

### **Specification**

List of values (choose from list)

**Non-Resident Codes** – Use when the student's residence is located outside of the operating district's geographic boundaries.

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	Non-K-12 district	Student who lives outside of the operating district, whose resident district does not offer all grade levels, kindergarten through twelve.(Used by entity type LEA only)
02	Section 105 school of choice (within same ISD)	Student is a resident of another district within the same ISD as the operating district and meets all the requirements of Schools of Choice 105. (Used by entity type LEA only)

<b>Code</b>	<b>Text</b>	<b>Description</b>
03	Section 105c school of choice (outside same ISD)	Student is a resident of a district within another ISD that is contiguous to the ISD to which the operating district belongs, and meets all the requirements of Schools of Choice 105. (Used by entity type LEA only)
04	Non-public school student	Student who lives outside of the operating district but is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity type LEA only)
05	No cooperative agreement, no release, not exempted	Student who lives outside of the operating district who has not been released by the resident district and is not Sec. 6(6) (g) exempt. (Used by entity type LEA only)
06	All other non-resident students	Student does not fall into any other non-resident category. (Used by entity types LEA and ISD only)
07	Home-schooled non-resident	Student who lives outside of the operating district who is being educated through a home-school program, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity type LEA only)

**Resident Codes** – Use when the student's residence is located within the operating district's geographic boundaries.

<b>Code</b>	<b>Text</b>	<b>Description</b>
08	Non-public school student	Student who is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.(Used by entity types LEA and PSA only)
09	Section 24 juvenile detention facility	Student resides in an approved, on-grounds, juvenile detention facility or child-care institute. (Used by entity types LEA, ISD and PSA)
10	For new PSAs (fall only)	Student is counted by a new public school academy authorized by a local school district, and is also counted by the authorizing district during the immediately prior supplemental (Spring) FTE count (Used by entity type PSA only)
11	School for the Deaf	Student is being educated by the Michigan School for the Deaf. (Used by entity type ISD only)

<b>Code</b>	<b>Text</b>	<b>Description</b>
12	Section 6(4)(d) non-special education juvenile detention	Student placed by a court or state agency in an on-grounds child-care institution or a juvenile detention facility under Section 24 and being educated by the ISD. (Used by entity type ISD only)
13	Students with emotional impairments who are served by DCH facility	Student resides in a DCH-licensed facility in which he/she was placed by court order or by a child-placing agency. (Used by entity type ISD only)
14	All other resident students	Student does not fall into any other resident category. (Used by entity types LEA, ISD and PSA)
15	Home-schooled resident	Student being educated through a home-school program, taking non-essential curriculum or advanced placement course through the operating district.(Used by entity types LEA and PSA only)

**Instructions**

- Choose/enter the code that best represents the student's residency status within the educating district on the legislated count day or the date reported in the As Of Date characteristic in the Student Record Maintenance component.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you report a code other than those approved for that entity type, you will receive an error.
- LEA Codes
  - "01" Non-resident/Non-K-12 district
  - "02" Non-resident/Section 105 school of choice (within same ISD)
  - "03" Non-resident/Section 105c school of choice (outside same ISD)
  - "04" Non-resident/Non-public school student
  - "05" Non-resident/No cooperative agreement, no release, not exempted
  - "06" Non-resident/All other non-resident students
  - "07" Non-resident/Home-schooled non-resident
  - "08" Resident/Non-public school student
  - "09" Resident/Section 24 juvenile detention facility
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled resident

- PSA Codes
  - "08" Resident/Non-public school student
  - "09" Resident/Section 24 juvenile detention facility
  - "10" Resident/For new PSAs (Fall only)
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled resident
- ISD Codes
  - "06" Non-resident/All other non-resident students
  - "09" Resident/Section 24 juvenile detention facility
  - "11" Resident/School for the Deaf
  - "12" Resident/Section 6(4)(d) non-special education juvenile detention
  - "13" Resident/Students with emotional impairments who are served by a DCH facility
  - "14" Resident/All other resident students
- This characteristic may only contain code "10" when submitted as part of the Fall General Collection by a new PSA reporting membership for the first time; otherwise an error will occur. (PSA must not have claimed FTE previously)
- If this characteristic contains code "01"–"07" (non-resident codes) and the operating district is an LEA-type district (as identified in EEM), then the code submitted in Resident LEA Number in the Personal Demographics component must **not** be the same as the code in Operating District. (Operating District < > Resident LEA Number)
- If this characteristic contains code "08", "09", "14" or "15" (resident codes) and the operating district is an LEA-type district (as identified in EEM), then the code submitted in Resident LEA Number in the Personal Demographics component must be the same as the code in Operating District. (Operating District = Resident LEA Number)
- ~~You are required to submit this characteristic when the sum of General Ed FTE, Section 52 FTE and Section 53 FTE is greater than 0.00. (Submit FTE data in the General Ed. FTE and Special Education component.)~~
- **You are required to submit this characteristic when the Membership component is reported.**
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of State Aide and School Finance**  
Karla Miller  
517-373-3352  
[MillerK47@michigan.gov](mailto:MillerK47@michigan.gov)

For questions specific to public school academies, please contact:

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Jean Shane or Greg Olzsta  
517-241-2375  
[ShaneJ@michigan.gov](mailto:ShaneJ@michigan.gov)

**Characteristic Tip**

*The Student Residency code may impact the foundation amount allowed for the student.  
Please consult the Pupil Accounting Manual for detailed information about residency.*

## **Ten/30-Day Rule**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

Ten30DayRule

### **Definition**

The Ten/30-Day Rule allows a student who is absent on the legislated count date to be included in the district's membership for FTE when the following requirements are met (excerpt taken from the Michigan Pupil Accounting Manual):

- The pupil had an authorized excused absence on the count day and attended all classes at least once within 30 calendar days of the count day.
- The pupil had an unexcused absence on the count day, was enrolled and had been in attendance during the current semester or trimester prior to the count day, and attended all classes at least once during the next ten (10) consecutive school days.
- The pupil was enrolled and in attendance in this district, intermediate district, or public school academy prior to the pupil membership count day or supplemental count day but was suspended or expelled on the pupil membership count day or supplemental count day and resumes attendance in all classes in the district within 45 calendar days after the pupil membership count day or supplemental count day. (See 5N Suspension and Expulsion.)

For more detailed information about the Ten/30-Day Rule, please refer to *Section 3 – Pupil Membership Count Requirements* in the [Michigan Pupil Accounting Manual](#) and Section 6(8) of the [State School Aid Act](#).

### **Use**

CEPI and MDE use these data for compensation and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD Reference**

Field 125: Program Eligibility/Participation II; sixth position

### **Specification**

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

### **Instructions**

- Choose/enter the code which indicates if the student is being claimed in membership under the Ten/30-Day Rule.

- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the sum of General Ed. FTE, Section 52 FTE and Section 53 FTE is greater than 0.00. (Submit FTE data in the General Education FTE and Special Education components.)
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

**State Of Michigan Contact**

**Michigan Department of Education**

**Office of State Aide and School Finance**

Karla Miller

517-373-3352

[MillerK47@michigan.gov](mailto:MillerK47@michigan.gov)

**Characteristic Tip**

*A student who is suspended or expelled on the legislated count day and is expected to return within the allowed 45 days may be claimed under the Ten 30 Day Rule. However, if you certify the collection and the student does not return as expected, you must notify your ISD auditor and decertify/recertify your collection to remove this FTE prior to the certification deadline.*

## Migrant Component RETIRED

This component and all associated characteristics have been retired. These data are collected through the Migrant Education Data System (MEDS). Students reported to MSDS will be identified as eligible for migrant services based on the data submitted through MEDS. For more information about MEDS or migrant services, please refer to MDE's [Migrant Education Program Web site](#).

~~We use the Migrant component to collect data about students who are eligible for migrant programs or services. The student may or may not be participating in any migrant programs or services.~~

~~In addition to the Migrant component, you may also need to include one or more of the following components in records for students eligible for migrant programs or services:~~

- ~~▪ Supplemental Nutrition Eligibility~~
- ~~▪ Migrant Curriculum Courses~~

~~Please refer to the applicable component details for additional information.~~

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Migrant Qualifying Move Date	Date	1	Required	No	1
Migrant Funding Source	List of Values	2	Required	No	1
Migrant Term	List of Values	3	Required	No	1
Migrant Instructional Services	List of Values	4	Optional	Yes	Unbounded (1 per code)*
Migrant Support Services	List of Values	5	Optional	Yes	Unbounded (1 per code)*

~~\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.~~

## Migrant Curriculum Courses Component

The Migrant Curriculum Courses component is no longer required to be submitted in the MSDS. MDE is currently evaluating options for revising or replacing the Migrant Education Data System (MEDS) to collect these data in the future. For more information about MEDS or migrant services, please refer to MDE's [Migrant Education Program Web site](#).

CEPI was not informed of this change until after the schema and business rules were published. Removing this component would require a new version of the schema and could impact the data extract programming from your vendor; therefore it will remain as an optional component for the the 2011-2012 school year. NOTE: If you submit data in this component, all business rules will be enforced. However the data will not be used by MDE or CEPI.

We use the ~~MSDS~~ Migrant Curriculum Courses component to collect the migrant student course information via the ~~Student Record Maintenance Collection~~. According to federal rules, when a student who is eligible for migrant services (whether or not he/she is actually participating in services) enrolls in a district, the curriculum/course enrollment information must be submitted to the ~~federal Migrant Student Information Exchange (MSIX)~~ system within ten school days. Likewise, when a migrant student exits a district, you must update the student's curriculum/course data within ten school days.

The ~~MSDS~~ interfaces with the ~~Migrant Education Database System (MEDS)~~ to meet these federal reporting requirements. ~~MEDS~~ will send information to ~~MSDS~~ about a student's migrant program enrollment and exit (not necessarily the same as the district enrollment/exit). Data collected in ~~MSDS~~ will automatically update into ~~MEDS~~ on a nightly basis. ~~MEDS~~ will then transmit data to ~~MSIX~~ as required.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Subject Area Code	List of Values	1	Required	No	1
Course Identifier Code	Numeric Text	2	Required	No	1
Local Course ID	Text	3	Required	No	1
Local Course Title	Text	4	Required	No	1
Course Type	List of Values	5	Required	No	1
Course Section	List of Values	6	Required	No	1
Academic Year	List of Values	7	Required	No	1
Term Type	List of Values	8	Required	No	1
Clock Hours	Decimal	9	Conditional	No	1
Grade to Date	Whole Number	10	Conditional	No	1
Credits Granted	Decimal	11	Conditional	No	1
Final Grade	Text	12	Conditional	No	1
Completion Status	List of Values	13	Required	No	1

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

~~You must submit the Migrant Curriculum Courses component when a student identified as eligible for migrant services enrolls in or exits from your district. (Please refer to the Migrant component section for additional information about migrant eligibility.) You may also submit this component when there are updates to the student's course status, such as at the end of a marking period, or if a student drops or adds a course. At the end of the school year, you must also update the student's status to show his/her final disposition in all reported courses for the year.~~

The Migrant Curriculum Courses component is multi-valued, meaning you may submit it multiple times per student record. Each occurrence of this component contains the information for one course in which the student is enrolled.

### **Whom Do We Report?**

~~You are required to report any public school student identified and certified as eligible for migrant services, regardless of an entity's participation in the federally funded Migrant Education Program.~~

~~Enroll students who have not yet been enrolled by your district but have been identified from the MEDS system as enrolled as migrants with the appropriate district enrollment information.~~

### **When Do We Report?**

~~The MSDS Student Record Maintenance Collection is open all year, so you can update your student participation and curriculum data at any time. Migrant programs and districts serving migrant students are required to submit student course work data within ten (10) business days of the student's entry into the migrant system and within ten (10) business days of the time the student exits the migrant program. Each district user must submit the final disposition of all reported courses for the year in the MSDS for these students no later than ten (10) business days after the end of the school year.~~

**NOTE:** If you have previously submitted data for the final disposition of a course, you do not need to submit those data again.

### **For Example:**

If you have submitted a Migrant Curriculum Course component at the end of January with the data for a course that the student enrolled in and completed during the first semester, you do not need to submit those data again at the end of the school year. Submit any other courses in which the student participated for which you have not reported a final disposition in Migrant Curriculum Course components at the end of the school year.

Once you have submitted and certified a student's course data in MSDS, you do not need to submit a new record for him/her until there is a change in the student's status (e.g., the student completes, drops a course, adds a course or exits your district). When exiting a migrant student from your district, whether via the Student Maintenance or a General (Fall, Spring or EOY) collection, you are required to submit the final disposition of all courses in the Migrant Curriculum Courses component through the Student Record Maintenance Collection within ten (10) business days of that district exit.

### **How Does the MSDS Relate with Other Migrant Systems?**

The MEDS periodically submits a file to the MSDS of all students currently designated as enrolled as migrant or exited from migrant in the MEDS. This will populate a user's "To Do" list (list of items that require action by a user) in the MSDS. Migrant curriculum course data will be added or updated in the MSDS through file upload or online data entry. The added or updated information will be transferred to MEDS on a nightly basis. MEDS will then transmit data to the federal MSIX system according to their requirements.

For more information about MSIX and migrant services, please refer to the USED [Migrant Student Records Exchange Initiative](#) Web page, or to the MDE [Migrant Education Program](#) Web page.

### **What Is a "To Do" List?**

A "To Do" list in the MSDS is a roster of items that may require action by a user. For migrant curriculum reporting, the MEDS submits a file nightly to the MSDS of all students currently designated as enrolled as migrant or exited from migrant in the MEDS. If migrant program participation or curriculum data have not already been reported for these students, an item(s) will be added to the list. The "To Do" due dates are generated based on 10 business days from when MEDS submits an enrollment or exit record to MSDS. They are not generated based on the actual enrollment or exit dates submitted by MEDS.

Most items on the list may only be removed by the system once the appropriate data has been certified in the MSDS. The "To Do" list is meant to aid users in actions that may need to be taken with regard to specific student data; it is not meant to be all inclusive. Some users will have the ability to add items to their "To Do" list. These items, as well as a few others, may be deleted from the list by the users. Please refer to the MSDS District User Training Manual for additional information about how to use the "To Do" list feature.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## Subject Area Code

### Characteristic System Name

SubjectAreaCode

### Definition

This is the two-digit code for the subject area of the course.

### Use

MDE uses these data to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
Codes for students in kindergarten through eighth grade.		
90	Computer and Information Sciences	Academic subject area related to computer or information sciences.
91	English Language and Literature	Academic subject area related to English language and literature.
92	Mathematics	Academic subject area related to mathematics.
93	Life and Physical Sciences	Academic subject area related to life or physical science.
94	Social Sciences and History	Academic subject area related to social science or history.
95	Fine and Performing Arts	Academic subject area related to the fine or performing arts.
96	Foreign Language and Literature	Academic subject area related to foreign language and literature.
98	Physical, Health and Safety Education	Academic subject area related to physical, health or safety education.
99	Miscellaneous – elementary level	Academic subject area, taught at the elementary school level, not represented in any other category.

<b>Code</b>	<b>Text</b>	<b>Description</b>
Codes for students in sixth through twelfth grades.		
01	English Language and Literature	Academic subject area related to English language and literature.
02	Mathematics	Academic subject area related to mathematics.
03	Life and Physical Sciences	Academic subject area related to life or physical science.
04	Social Sciences and History	Academic subject area related to social science or history.
05	Fine and Performing Arts	Academic subject area related to the fine or performing arts.
06	Foreign Language and Literature	Academic subject area related to foreign language and literature.
07	Religious Education and Theology	Academic subject area related to religion or theology.
08	Physical, Health and Safety Education	Academic subject area related to physical, health or safety education.
09	Military Science	Academic subject area related to military science.
10	Computer and Information Sciences	Academic subject area related to computer or information sciences.
11	Communication and Audio/Visual Technology	Academic subject area related to communications or A/V technology.
12	Business and Marketing	Academic subject area related to business or marketing.
13	Manufacturing	Academic subject area related to manufacturing.
14	Health Care Sciences	Academic subject area related to health care.
15	Public, Protective and Government Service	Academic subject area related to public, protective and government services.
16	Hospitality and Tourism	Academic subject area related to hospitality and tourism.
17	Architecture and Construction	Academic subject area related to architecture and construction.
18	Agriculture, Food and Natural Resources	Academic subject area related to agriculture, food and natural resources.
19	Human Services	Academic subject area related to human services.
20	Transportation, Distribution and Logistics	Academic subject area related to transportation, distribution and logistics.

Code	Text	Description
21	Engineering and Technology	Academic subject area related to engineering and technology.
22	Miscellaneous	Academic subject area not represented in any other category.

Refer to *Appendix B: Migrant Curriculum Course Coding Information* and to the [The Secondary School Course Classification System: School Codes for the Exchange of Data \(SCED\)](#) manual published by the U.S. Department of Education, National Center for Education Statistics (NCES) for more information about subject areas and coding.

**NOTE: Students in grades six through eight, or in an ungraded special education setting (Grade or Setting = "14") may be submitted with either elementary or secondary level subject codes. Generally, these students will be enrolled in elementary-level courses, however some students may be taking more advanced courses and would then be reported using the secondary-level codes.**

#### Instructions

- Choose/enter the code that represents the subject area being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than one of the NCES SCED codes (01–22) for a student in grades nine through twelve (Grade or Setting = "09", "10", "11" or "12"), the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than one of the state course codes (90–99) for a student in grades kindergarten through five (Grade or Setting = "00" – "05"), the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

#### State Of Michigan Contact

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#### Characteristic Tip

*Enter the two-digit code for the course based on the subject area and the student's grade/setting.*

## Course Identifier Code

### Characteristic System Name

CourseIdentifierCode

### Definition

The three-digit identifier code that distinguishes the course from others within the subject area.

Please refer to [\*The Secondary School Course Classification System: School Codes for the Exchange of Data \(SCED\)\*](#) manual published by the U.S. Department of Education, National Center for Education Statistics (NCES) secondary-level course descriptions. A state-assigned code for elementary-level courses must be used for students in kindergarten through fifth grade. Students in grades six through eight may be reported with either elementary- or secondary-level courses. (See also *Appendix B: Migrant Curriculum Course Coding Information*.)

### Use

MDE uses these data to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

State-Assigned Course Codes for Elementary Grades	
Code	Grade Level
000	Kindergarten
001	First grade
002	Second grade
003	Third grade
004	Fourth grade
005	Fifth grade
006	Sixth grade
007	Seventh grade
008	Eighth grade

### **Course Codes for Secondary Grades**

*The Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) manual is published by the U.S.

Department of Education, National Center for Education Statistics (NCES). This manual provides the codes needed to complete both the Subject Area Code and the Course Identifier Code characteristics in the Migrant Curriculum Collection. The first two digits of the SCED Course Description Code are the Subject Area Code and the last three digits are the Course Identifier Code. The manual also provides descriptions of each course. It is available to order or view online through the NCES Web site <http://www.nces.ed.gov> or it may be ordered by calling, toll free, 1-877-4ED-PUBS.

### **Instructions**

- Choose/enter the code that distinguishes the course from others within the subject area being reported.
- If you enter anything other than one of the NCES or state-assigned course codes, the system will generate a file-level error and reject the file upon upload.
- If you enter anything other than a valid secondary-level course code (NCES/SCED code) when the reported Subject Area Code is a secondary-level code ("01"- "22"), the system will generate an error.
- If you enter anything other than a valid elementary-level course code (state-assigned code "000-008") when the reported Subject Area Code is an elementary-level code ("90"- "96", "98" or "99"), the system will generate an error.
- You are required to report this characteristic when you submit the Migrant Curriculum Courses component.

### **State Of Michigan Contact**

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## **Local Course ID**

### **Characteristic System Name**

LocalCourseID

### **Definition**

The local school district course code for the class to which the student is assigned.

### **Use**

This allows a district to send updates for specific courses (e.g., interim grade, followed by final grade). MDE uses these data to populate the USDOE MSIX system.

### **Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### **SRSD/MSDS Reference**

None

### **Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 250

### **Instructions**

- Enter the local code that represents the course being reported.
- You are required to submit this characteristic is required when you submit the Migrant Curriculum Courses component.

### **State Of Michigan Contact**

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## **Local Course Title**

### **Characteristic System Name**

LocalCourseTitle

### **Definition**

The local school district course name for the class to which the student is assigned.

### **Use**

MDE uses these data to populate the USDOE MSIX system.

### **Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### **SRSD/MSDS Reference**

None

### **Specification**

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 250

### **Instructions**

- Enter the name assigned by the district that represents the course being reported.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

### **State Of Michigan Contact**

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## Course Type

### Characteristic System Name

CourseType

### Definition

The two-digit code for the course type.

### Use

MDE uses these data to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
01	Regular (Default)	A course providing instruction (in a given subject-matter area) that focuses primarily on general concepts for the appropriate grade level.
02	Honors	An advanced-level course designed for students who have earned honors status according to educational requirements.
03	Pre-Advanced	A course in preparation to admission to an AP Program.
04	Advanced Placement	An advanced, college-level course designed for students who achieve a specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.
05	International Baccalaureate	A program of study, sponsored and designed by the International Baccalaureate Organization, that leads to examinations and meets the needs of secondary students between the ages of 16 and 19 years.
06	Not Applicable	There is no course type.
00	Other	The course type does not fall within one of the other categories.

### **Instructions**

- Choose/enter the code that represents the type of course being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you enter a code that is not applicable to the grade or setting in which the student is reported, the system will generate an error. The following table shows the grade or setting codes for each Course Type code:

<b>Code</b>	<b>Course Type</b>	<b>Grade or Setting Codes</b>
01	Regular	Applicable for all grades or settings.
02	Honors	Applicable for grades 09-12.
03	Pre-Advanced	Applicable for grades 08-12.
04	Advanced Placement	Applicable for grades 09-12.
05	International Baccalaureate	Applicable for grades 09-12.
06	Not Applicable	Applicable for all grades or settings.
00	Other	Applicable for all grades or settings.

- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

### **State Of Michigan Contact**

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### **Characteristic Tip**

*Enter the appropriate code based on the course type and grade that you reported for the student.*

## **Academic Year**

### **Characteristic System Name**

Academic Year

### **Definition**

The academic year in which the student last attended the course.

### **Use**

MDE uses these data to populate the USDOE MSIX system..

### **Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
2011-2012	School Year (Default)	The academic year beginning July 1, 2011, and ending June 30, 2012.

### **Instructions**

- Choose/enter the years that represent the academic year you are reporting.
- If you enter anything other than one of the values listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

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### **Characteristic Tip**

*Enter the academic year in which the student last attended the course.*

## Course Section

### Characteristic System Name

CourseSection

### Definition

The two-digit code for the course section being reported.

### Use

MDE uses these data to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
01	Full Year	The course period is a full academic year.
02	Section A	The first of two equal segments into which the course is divided.
03	Section B	The second of two equal segments into which the course is divided.

### Instructions

- Choose/enter the code that represents the course section you are reporting.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

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## Term Type

### Characteristic System Name

TermType

### Definition

The four-digit code for the instructional cycle during which the course is provided.

### Use

These data are used to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
0827	Full school year	A regular school term consisting of no major subdivision of time segments. It usually begins in the late summer or early fall and ends in late spring or early summer.
0828	Semester	The academic year consists of two sessions called semesters with about 15 weeks for each semester of instruction.
0829	Trimester	An academic year consisting of three terms of about 15 weeks each.
0830	Quarter	The academic year consists of three sessions, called quarters, of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
0831	Quinmester	The academic year consists of five equal segments.
0832	Mini-term	A school term which is shorter than a regular session.
0833	Summer term	A summer term occurs only in a school that operates under a traditional-calendar school year; it is the period of time when the regular term of the school year is not in session.
0834	Intersession	For schools on a year-round calendar, an intersession term is one of the periods throughout the year when the school (or part of the school) is not in session or does not provide the annual instruction analogous to the traditional school-year regular term.

<b>Code</b>	<b>Text</b>	<b>Description</b>
0835	Long session	A term within the academic year that is longer than a semester but shorter than a full school year.
0837	Twelve month	An educational program that operates throughout the year.
9999	Other	A school term which does not fall into any other category listed.

#### **Instructions**

- Choose/enter the code that represents the type of term that you are reporting.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Migrant Curriculum Courses component.

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#### **Characteristic Tip**

*Enter the four-digit code for the instructional cycle during which the course is provided.*

## **Clock Hours**

### **Characteristic System Name**

ClockHours

### **Definition**

The number of completed clock hours (instruction) to date for the course being reported which the student has not completed or for which credit has not been granted.

### **Use**

MDE uses these data to populate the USDOE MSIX system.

### **Citation**

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### **SRSD/MSDS Reference**

None

### **Specification**

Decimal number data type with a fixed-length format: NNNN.NN

- Minimum length: 0
- Maximum length: 4
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 1080

### **Instructions**

- When the student has not completed, or received credit for, this course, enter the number of clock hours the student has completed.
- If you enter anything other than a decimal or whole number, the system will generate a file-level error and reject the file upon upload.
- If you enter a value greater than 1080, the system will generate a file-level error and reject the file upon upload.
- You must report clock hours when you submit a value in Grade to Date.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

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**Characteristic Tip**

*Only report clock hours when the student has not completed the course or is not currently receiving credit.*

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## Grade to Date

### Characteristic System Name

GradetoDate

### Definition

The percentage (rounded to the nearest whole number) of student performance for the grade-to-date the student has completed at the time of withdrawal from the course.

### Use

CEPI and MDE use these data are used for federal reporting requirements.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

Whole number (integer) data type, format: NNN

- Minimum length: 0
- Maximum length: 3
- Minimum value: 0
- Maximum value: 100

### Instructions

- When the student has not completed, or received credit for, the course, enter the percentage (rounded to the nearest whole number) of student performance for the grade-to-date the student has completed at the time of withdrawal for the course that you are reporting.
- You must include the Grade to Date when you report the student as exiting the operating district (district exit state <> 19) and do not submit a final grade, otherwise the system will generate a record-level error and reject the file upon upload.
- If you enter anything other than a whole number, the system will generate a file-level error and reject the file upon upload.
- If you enter a value greater than 100, the system will generate a file-level error and reject the file upon upload.
- You must submit this characteristic when you report the code "WE" in the characteristic Completion Status and the student is eligible for migrant services.

- When Completion Status contains code "AU", then you must not submit Grade To Date.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

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**Characteristic Tip**

*Only report the grade-to-date when the student has not completed the course or is not currently receiving credit.*

## Credits Granted

### Characteristic System Name

CreditsGranted

### Definition

The Carnegie unit credits granted to a student for completing the course or section of a course being reported. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. Thus, a Carnegie unit is a measure of "seat time" rather than a measure of attainment of the course objectives. Credit for a given course can vary from school district to school district.

### Use

MDE uses these data to populate the USDOE MSIX system.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

- Decimal number data type with a fixed-length format: N.NN
  - Minimum length: 1
  - Maximum length: 4
  - Minimum value: 0.00
  - Maximum value: 9.99

### Instructions

- When the student has completed and received credit for the course, enter the Carnegie units the student is receiving for completing the course (e.g., 1.0, 0.50, 0.33, 0.25, 0.20).
- When Completion Status contains code "AU", then you must not submit Credits Granted.
- When you report the student in grades nine to twelve, you must include Credits Granted when:
  - Grade To Date is reported, or
  - Final Grade is reported.
- If you enter anything other than a decimal or whole number, the system will generate a file-level error and reject the file upon upload.

- If you enter a value greater than 9.99, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

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**Characteristic Tip**

*Report credits granted when the student has completed the course and is granted credit.*

## Final Grade

### Characteristic System Name

FinalGrade

### Definition

The grade the student received for completing the course being reported.

### Use

CEPI and MDE use these data for federal reporting requirements.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
P	Proficient	Meets the minimum expectations for passing
NP	Not Proficient	Did not meet the minimum expectations for passing
S	Satisfactory	Exceeds the minimum expectations for passing
N	Needs Improvement	Meets the minimum expectations for passing
U	Unsatisfactory	Did not meet the minimum expectations for passing
I	Incomplete	Did not complete course expectations
A	100-90%	Excellent (exceeds provincial standard)
B	89-80%	Good (meets provincial standard)
C	79-70%	Average (approaches provincial standard)
D	69-60%	Passing (well below provincial standard)
E	59-50%	Failing (remedial action necessary)
F	<49%	Failed

### Instructions

- Upon completion, select/enter the code which best represents the grade the student received for the course that you are reporting.
- You must include the Final Grade when you submit a student eligible for migrant services with a code other than "WE" or "OE" in the characteristic Completion Status otherwise the system will generate a record-level error.
- When you submit the code "AU" in Completion Status you must not submit Final Grade.

- If you report codes "P" or "NP" in Final Grade, then the Course Identifier code you reported must be 000-008.
- If you report codes "S", "N" or "U" in Final Grade, then the Course Identifier code you report must be "000"- "002".
- If you report code "A", "B", "C", "D", "E", or "F" in Final Grade, then the Course Identifier code you report cannot contain codes "000"- "002".
- You may report Final Grade code "I" for all Course Identifier codes.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by other business rules.

**State Of Michigan Contact**

**Michigan Department of Education**

**Office of Field Services, Special Populations Unit**

Shereen Tabrizi

517-373-6066

[TabriziS@michigan.gov](mailto:TabriziS@michigan.gov)

**Characteristic Tip**

*Only report the final grade when the student has completed the course or is receiving credit.*

## Completion Status

### Characteristic System Name

CompletionStatus

### Definition

The student's current enrollment status for the course being reported.

### Use

CEPI and MDE use these data for federal reporting requirements.

### Citation

Section 1308(b) of *The Elementary and Secondary Education Act (ESEA) of 1965*, as amended by *The No Child Left Behind (NCLB) Act of 2001*.

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
AU	Audited	The student attended the course without expecting or receiving credit.
CF	Completed-Failed	The student completed the course but did not meet the minimum expectations for passing.
CP	Completed-Passed	The student completed the course, meeting at least the minimum expectations.
OE	Ongoing Enrolled	The student is currently enrolled and participating in the course.
WE	Withdrawn/Exited	The student withdrew or exited the course before completion.

### Instructions

- This characteristic is required when you submit the Migrant Curriculum Courses component.

### State Of Michigan Contact

**Michigan Department of Education**  
**Office of Field Services, Special Populations Unit**  
Shereen Tabrizi  
517-373-6066  
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## **NEW OEAA Assessment Component**

The OEAA Assessment Component has been made available in the Early Roster Collection to allow district users to pre-identify students for Michigan assessment examinations. This function is being transitioned out of the Secure Site maintained by the Bureau of Assessment and Accountability (BAA), formerly the Office of Educational Assessment and Accountability (OEAA). It is anticipated that beginning with the 2012-2013 school year all pre-identification will take place through the MSDS. For additional information about assessments and pre-identification requirements, please refer to the [BAA Web site](#).

<http://www.michigan.gov/mde/0,1607,7-140-22709---,00.html>

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Math Test Type	List of Values	1	Optional	No	1
Math Group Code	Text	2	Conditional	No	1
Math Research Code 1	Numeric	3	Conditional	No	1
Math Research Code 2	Numeric	4	Conditional	No	1
Reading Test Type	List of Values	5	Optional	No	1
Reading Group Code	Text	6	Conditional	No	1
Reading Research Code 1	Numeric	7	Conditional	No	1
Reading Research Code 2	Numeric	8	Conditional	No	1
Writing Test Type	List of Values	9	Optional	No	1
Writing Group Code	Text	10	Conditional	No	1
Writing Research Code 1	Numeric	11	Conditional	No	1
Writing Research Code 2	Numeric	12	Conditional	No	1
Science Test Type	List of Values	13	Optional	No	1
Science Group Code	Text	14	Conditional	No	1
Science Research Code 1	Numeric	15	Conditional	No	1
Science Research Code 2	Numeric	16	Conditional	No	1
Social Studies Test Type	List of Values	17	Optional	No	1
Social Studies Group Code	Text	18	Conditional	No	1
Social Studies Research Code 1	Numeric	19	Conditional	No	1
Social Studies Research Code 2	Numeric	20	Conditional	No	1
ELA Test Type	List of Values	21	Optional	No	1
ELA Group Code	Text	22	Conditional	No	1
ELA Research Code 1	Numeric	23	Conditional	No	1
ELA Research Code 2	Numeric	24	Conditional	No	1

School Demographics	Personal Demographics	OEAA Assessment
Math Test Type:	01-MEAP	<input type="button" value="X"/>
Math Group Code:	JBKL	
Math Research Code 1:	90	
Math Research Code 2:	18	
Reading Test Type:	Please Select	<input type="button" value="X"/>
Reading Group Code:		
Reading Research Code 1:		
Reading Research Code 2:		
Writing Test Type:	Please Select	<input type="button" value="X"/>
WritingGroupCode:		
Writing Research Code 1:		
Writing Research Code 2:		
Science Test Type:	Please Select	<input type="button" value="X"/>
ScienceGroupCode:		
Science Research Code 1:		
Science Research Code 2:		
Social Studies Test Type:	Please Select	<input type="button" value="X"/>
SocialStudiesGroupCode:		
SocialStudies Research Code 1:		
SocialStudies Research Code 2:		
ELA Test Type:	Please Select	<input type="button" value="X"/>
ELAGroupCode:		
ELA Research Code 1:		
ELA Research Code 2:		

## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

The OEAA Assessment component is optional in the Early Roster Collection and is not allowed in any other collection.

**NOTE:** *Although the Early Roster Collection is not a certified collection, you must resolve all UICs and correct all record errors. Records with errors or that require UIC resolution will not be used for pre-identification or other reporting purposes. Only those records that contain the OEAA Assessment component are used by BAA for pre-identification.*

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Math Test Type**

### **Characteristic System Name**

MathTestType

### **Definition**

The test that will be used to assess the student's knowledge of mathematics.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)
05	MI Access (P)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

### **Instructions**

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education  
Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

### **Characteristic Tip**

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **Math Group Code**

### **Characteristic System Name**

MathGroupCode

### **Definition**

(Optional field) School assigned code used for reporting math assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if Math Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Math Research Code 1**

### **Characteristic System Name**

MathResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Math Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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[baa@michigan.gov](mailto:baa@michigan.gov)

## **Math Research Code 2**

### **Characteristic System Name**

MathResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Math Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

## **Reading Test Type**

### **Characteristic System Name**

ReadingTestType

### **Definition**

The test that will be used to assess the student's reading abilities.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	<b>NOT ALLOWED FOR READING</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)

Code	Text	Description
05	MI Access (P)	<b>NOT ALLOWED FOR READING</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

#### **Instructions**

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- If you enter code "04" or "05" in this characteristic an error will occur. These test types are not allowed for this academic area.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

#### **State Of Michigan Contact**

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

#### **Characteristic Tip**

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **Reading Group Code**

### **Characteristic System Name**

ReadingGroupCode

### **Definition**

(Optional field) School assigned code used for reporting reading assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if Reading Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Reading Research Code 1**

### **Characteristic System Name**

ReadingResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Reading Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

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[baa@michigan.gov](mailto:baa@michigan.gov)

## **Reading Research Code 2**

### **Characteristic System Name**

ReadingResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Reading Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Writing Test Type**

### **Characteristic System Name**

WritingTestType

### **Definition**

The test that will be used to assess the student's writing abilities.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	<b>NOT ALLOWED FOR WRITING</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)

Code	Text	Description
05	MI Access (P)	<b>NOT ALLOWED FOR WRITING</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

### **Instructions**

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- If you enter code "04" or "05" in this characteristic an error will occur. These test types are not allowed for this academic area.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

### **Characteristic Tip**

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **Writing Group Code**

### **Characteristic System Name**

WritingGroupCode

### **Definition**

(Optional field) School assigned code used for reporting writing assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if Writing Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Writing Research Code 1**

### **Characteristic System Name**

WritingResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Writing Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Writing Research Code 2**

### **Characteristic System Name**

WritingResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Writing Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Science Test Type**

### **Characteristic System Name**

ScienceTestType

### **Definition**

The test that will be used to assess the student's knowledge of science.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	<b>NOT ALLOWED FOR SCIENCE</b> An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)
05	MI Access (P)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

### **Instructions**

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- If you enter code "02" in this characteristic an error will occur. These test types are not allowed for this academic area.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

### **Characteristic Tip**

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **Science Group Code**

### **Characteristic System Name**

ScienceGroupCode

### **Definition**

(Optional field) School assigned code used for reporting science assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if Science Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Science Research Code 1**

### **Characteristic System Name**

ScienceResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Science Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Science Research Code 2**

### **Characteristic System Name**

ScienceResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Science Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

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## **Social Studies Test Type**

### **Characteristic System Name**

SocialStudiesTestType

### **Definition**

The test that will be used to assess the student's knowledge of social studies.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	<b>NOT ALLOWED FOR SOCIAL STUDIES</b> An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	<b>NOT ALLOWED FOR SOCIAL STUDIES</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	<b>NOT ALLOWED FOR SOCIAL STUDIES</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)

Code	Text	Description
05	MI Access (P)	<b>NOT ALLOWED FOR SOCIAL STUDIES</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

#### Instructions

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- If you enter code "02", "03", "04" or "05" in this characteristic an error will occur. These test types are not allowed for this academic area.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

#### State Of Michigan Contact

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

#### Characteristic Tip

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **Social Studies Group Code**

### **Characteristic System Name**

SocialStudiesGroupCode

### **Definition**

(Optional field) School assigned code used for reporting social studies assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if Social Studies Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Social Studies Research Code 1**

### **Characteristic System Name**

SocialStudiesResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Social Studies Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **Social Studies Research Code 2**

### **Characteristic System Name**

SocialStudiesResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if Social Studies Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **English Language Arts (ELA) Test Type**

### **Characteristic System Name**

ELATestType

### **Definition**

The test that will be used to assess the student's knowledge of English and language arts.

### **Use**

The Bureau of Assessment and Accountability uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
01	MEAP	<b>NOT ALLOWED FOR ELA</b> Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework
02	MEAP-Access	<b>NOT ALLOWED FOR ELA</b> An alternate assessment based on modified academic achievement standards in grades 3-8 for students receiving grade-level instruction who have a current IEP
03	MI Access (FI)	<b>NOT ALLOWED FOR ELA</b> An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Functional Independence)
04	MI Access (SI)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Supported Independence)

<b>Code</b>	<b>Text</b>	<b>Description</b>
05	MI Access (P)	An alternate assessment program for students with significant disabilities; used when the student's IEP team determine that the MEAP or MEAP-Access tests, even with accommodations, are not appropriate. (Participation)

#### **Instructions**

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- If you enter code "01", "02" or "03" in this characteristic an error will occur. These test types are not allowed for this academic area.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

#### **State Of Michigan Contact**

**Michigan Department of Education**  
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877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

#### **Characteristic Tip**

*When submitting the OEAA Assessment component, you must include the test type for at least one academic area.*

## **English Language Arts (ELA) Group Code**

### **Characteristic System Name**

ELAGroupCode

### **Definition**

(Optional field) School assigned code used for reporting English language arts assessment scores.

### **Use**

If a Class Group Code is assigned by the posted deadline, student answer document labels and /or preprinted answer documents will be sent organized by Building, Subject and Class Group Code. The final reports will also group students by the Class Group Codes.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 4

### **Instructions**

- This characteristic may not be submitted if ELATest Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Bureau of Assessment and Accountability**

877-560-8378 or 517-373-8393

[baa@michigan.gov](mailto:baa@michigan.gov)

## **English Language Arts (ELA) Research Code 1**

### **Characteristic System Name**

ELAResearchCode1

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if ELA Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

**Michigan Department of Education**  
**Bureau of Assessment and Accountability**  
877-560-8378 or 517-373-8393  
[baa@michigan.gov](mailto:baa@michigan.gov)

## **English Language Arts (ELA) Research Code 2**

### **Characteristic System Name**

ELAResearchCode2

### **Definition**

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

### **Use**

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

### **Citation**

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

### **Instructions**

- This characteristic may not be submitted if ELA Test Type does not contain a value.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless you are required to submit it by another business rule.

### **State Of Michigan Contact**

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[baa@michigan.gov](mailto:baa@michigan.gov)

## Personal Core Component

The Personal Core component contains data essential to the identification of a student. These are data that rarely, if ever, change and are considered the student's "core" data. The MSDS student master record, which is created when the UIC is assigned to the student, contains the data submitted in this component. Only an authorized user for the district that is identified as the Primary Education Providing Entity (PEPE) for a student can update that student's master record data. For students who do not have an assigned PEPE, a user for any district in which the student is enrolled may update the master record.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Unique Identification Code (UIC)	Numeric Text	1	Conditional	No	1
Last Name	Names	2	Required	No	1
First Name	Names	3	Required	No	1
Middle Name	Names	4	Optional	No	1
Student Suffix	Free-Form Text	5	Optional	No	1
Date of Birth	Date	6	Required	No	1
Multiple Birth Order	Whole Number	8	Optional	No	1
Gender	Value List	9	Required	No	1

The Personal Core data is shown at the top section of the "Staging Area Maintain" screen rather than on a tab like the other components. This is so that the student's core information, along with the entity and collection information, remains visible when you are viewing any other component.

\* = Required

Submitting Entity:	St. Louis Public Schools (29100)
Collection:	Fall 2011 General Collection 2011-2012
PEPE District:	St. Louis Public Schools (29100)
PEPE Building:	Eugene M. Nikkari Elementary (05688)
*Last Name:	<input type="text" value="Dole"/>
Last Name Suffix:	<input type="text"/>
Middle Name:	<input type="text"/>
*First Name:	<input type="text" value="Pineapple"/>
*Date of Birth:	<input type="text" value="6/10/2000"/>
*Gender:	<input type="text" value="F - Female"/>
Multiple Birth Order:	<input type="text" value="0"/>
*UIC:	<input type="text" value="4843232777"/>

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You are required to submit the Personal Core component for all MSDS data collections.

### **When Is the UIC Required?**

You must include the correct UIC in the Personal Core component in student records when you submit them as part of the following MSDS data collections:

- Fall General
- Spring General
- EOY General
- ~~Supplemental Nutrition Eligibility~~
- Early Childhood
- Student Record Maintenance
- **Teacher Student Data Link**

When you submit the Personal Core component as part of an Early Roster or Request for UIC collection, the UIC characteristic is optional. This is because the MSDS uses the two collections to obtain a UIC for your students. You may include the UIC in order to validate that it is correct for the student. Please refer to the MSDS Training Manual for more information about UICs. It is located under the Training Tools section of the [CEPI MSDS](#) Web page.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Unique Identification Number**

### **Characteristic System Name**

UIC

### **Definition**

A distinct ten-digit number assigned by CEPI to an individual.

### **Use**

The UIC is essential to the identification and tracking of student data over time. CEPI and MDE use these data for provided reporting services, federal data requirements (i.e., NCLB, CCD, program eligibility data and enrollment demographics), outcome measures (i.e., assessments, graduation, attendance, discipline), and State School Aid payments.

### **Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 124: Unique Identification Code (UIC)

### **Specification**

Numeric Text (can have leading zeros)

- Minimum length: 10
- Maximum length: 10

### **Instructions**

- Enter the ten-digit numeric identification code assigned to the student. You are required to enter leading zeros, when appropriate.
- You are required to submit this characteristic when you submit the Personal Core component as part of the following MSDS data collections:
  - Fall General
  - Spring General
  - EOY General
  - ~~Supplemental Nutrition Eligibility~~
  - Early Childhood
  - Student Record Maintenance
  - Teacher Student Data Link
- When a student has more than one UIC and they have been linked, report the primary UIC only. The system will not accept secondary UICs.

- If you enter anything other numerals (0-9), the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional when you submit it as part of the Early Roster or Request for UIC collections.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

#### **Characteristic Tip**

*Validating student UICs prior to the Fall General Collection and updating your SIS to contain the correct UIC for each student will decrease the time needed for completing your submission by minimizing resolution.*

## **Last Name**

### **Characteristic System Name**

LastName

### **Definition**

The student's last name, family name, or surname as it appears on his/her birth certificate or other legal documentation.

### **Use**

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, MICIS, CTEIS.

### **Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 6: Last Name

### **Specification**

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

### **Instructions**

- Enter the student's complete legal last name.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core component.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## **First Name**

### **Characteristic System Name**

FirstName

### **Definition**

A name given at birth, baptism, naming ceremony or through a legal change. Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment. Please refer to the [Pupil Accounting Manual](#) for acceptable alternatives when the name presented on the birth certificate is not appropriate (such as "baby boy", "baby girl", foreign language). Do **not** use nicknames or abbreviated names.

### **Use**

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, MICIS and CTEIS.

### **Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 7: First Name

### **Specification**

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

### **Instructions**

- Enter the student's complete legal first name.
- Do not report spaces for the first and last characters in this characteristic must not be spaces (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core component.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## Middle Name

### Characteristic System Name

MiddleName

### Definition

The student's middle name given at birth, baptism, naming ceremony or through a legal change. When the full middle name is not available, the middle initial may be submitted.

### Use

CEPI and MDE use these data in the identification of students in UIC matching and resolution processes.

### Citation

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### SRSD/MSDS Reference

Field 8: Student's Middle Initial

### Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

### Instructions

- Enter the student's full, legal middle name or middle initial.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional. You may omit it when the student's legal middle name or initial is not available, or when the student does not have a middle name or initial.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## **Last Name Suffix**

### **Characteristic System Name**

Suffix

### **Definition**

The abbreviated name suffix that follows the student's full name and provides additional information about the student. Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

### **Use**

CEPI uses these data in the identification of students in UIC matching and resolution processes.

### **Citation**

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

None

### **Specification**

Free-Form Text

### **Instructions**

- Enter the applicable suffix for the student.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- This characteristic is optional. You may omit it when not applicable or available.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).*

## Date of Birth

### Characteristic System Name

DateOfBirth

### Definition

The date (month, day, and year) on which the student was born as it appears on his/her birth certificate or other legal document.

### Use

CEPI and MDE use these data for multiple purposes; including student identification, determining calculated grades for students in ungraded settings, as well as NCLB, IDEA, Perkins and Migrant Education Program reporting.

### Citation

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

### SRSD/MSDS Reference

Field 9: Date of Birth

### Specification

Date (only); CCYY-MM-DD

### Instructions

- The reported date must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<DateOfBirth>2003-03-03</DateOfBirth>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

\*Date of Birth:

- You are required to submit this characteristic when you submit the Personal Core component.
- If you enter anything other than a valid date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date reported in this characteristic must not be greater than the system date.

- The date reported in this characteristic must not be more than one hundred years prior to the system date.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*Common entry errors for the Date of Birth characteristic include the entry of the current year or enrollment year instead of the birth year.*

DRAFT

## **Multiple Birth Order**

### **Characteristic System Name**

MultipleBirthOrder

### **Definition**

Indicate that the student is part of a multiple birth where siblings share all unique identifying characteristics. Multiple Birth Order is not intended to identify every case of twins, triplets, etc., in the state. It is only intended to provide some distinguishing data element for cases where twins (triplets, etc.) of the same gender have the same or a similar first name. Each student from such a multiple birth is to have a uniquely different number.

### **Use**

CEPI uses these data in duplicate resolution in cases where all core fields are identical or very similar.

### **Citation**

### **SRSD/MSDS Reference**

Field 32: Multiple Birth Order

### **Specification**

Whole number (integer) data type, format: N

- Minimum length: 1
- Maximum length: 1
- Minimum value: 0
- Maximum value: 9

### **Instructions**

- Enter the whole number, zero through nine (0-9), that represents the student's birth order status. NOTE: To accommodate some local student information systems, "0" is accepted for students who are not part of a multiple birth.
- If you enter anything other than a whole number between zero and nine (0-9) in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The MSDS will use these data to "break ties" if two or more students are identified as duplicates (i.e., they share all unique identifying information), yet the district authorized user knows that these students are not duplicates but instead part of a multiple birth. These may not always be exact matches, but could be similar first names, such as Austin and Justin.*

DRAFT

## **Gender**

### **Characteristic System Name**

Gender

### **Definition**

The sex of the student.

### **Use**

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

### **Citation**

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 11: Gender Code

### **Specification**

List of values (choose from list)

Code	Text	Description
M	Male	The student is male.
F	Female	The student is female.

### **Instructions**

- Choose/enter the code that represents the sex of the student.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload. (NOTE: This characteristic only accepts uppercase letters.)
- You are required to submit this characteristic when you submit the Personal Core component.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*The system will only accept the capital letters "M" or "F" in this characteristic. If you submit any other letter or lowercase "m" or "f," the system will reject the uploaded file.*

## **Personal Curriculum Component**

You must identify students participating in a personal curriculum to modify the graduation requirements for the Michigan Merit Curriculum (MMC) in the Program Participation component and report them with the Personal Curriculum component. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an individualized education program (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The MMC defines consistent learning standards that are intended to remain constant from district to district. Districts choose instructional approaches and design learning environments so that all students, including at-risk students and those participating in alternative education programs, can meet the requirements of the MMC. The research is clear: struggling learners do better when given the opportunity to learn in a challenging curriculum. Personal curriculum modifications must align with the High School Content Expectations (HSCE) as practicable and must not create barriers that limit a student's opportunity to be engaged in a challenging curriculum.

For more information about personal curriculums and MMC, please refer to the [MDE Personal Curriculum Web page](#).

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Personal Curriculum Credit Modification	List of Values	1	Required	Yes	Unbounded* (1 per code)
Personal Curriculum Type	List of Values	2	Required	No	1

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

Submit Cancel Select Component Add Component

Entity Demographics Personal Demographics Program Participation PersonalCurriculum

\*Personal Curriculum Credit Modification: [?](#)

\*Personal Curriculum Type: [?](#) 3-General Enhanced

1-English Language Arts  
 2-Mathematics  
 3-Science  
 4-Social Studies

### Grade Or Setting Dependency

Personal curricula are usually only allowed for students in grades nine through twelve. When you submit the Personal Curriculum component and the student record does not contain code "09", "10", "11" or "12" in the characteristic Grade Or Setting in the Entity Demographics component, a warning will be issued. (NOTE: This validation was previously documented in the Program Participation component.)

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Personal Curriculum Credit Modification**

### **Characteristic System Name**

PersonalCurriculumCreditModification

### **Definition**

The academic area that is being modified by the personal curriculum.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

### **Citation**

Revised School Code, MCL Sections 380.1278a and 380.1278b

### **SRSD/MSDS Reference**

No direct reference; similar to Field 125: Program Eligibility/Participation II: position eight

### **Specification**

List of values (choose from list)

Code	Text	Description
1	English Language Arts (ELA)	Modifications to the MMC ELA credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.
2	Mathematics	Modification to the MMC Mathematics credit requirements under the following circumstances: <ul style="list-style-type: none"><li>▪ Student has completed a minimum of 1.5 credits aligned to math content expectations prior to any modification.</li><li>▪ One (1) credit of Algebra II may be modified to one-half (1/2) credit.</li><li>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school</li></ul>
3	Science	Modifications to the MMC Science credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.

Code	Text	Description
4	Social Studies	<p>Modification to the MMC Social Studies credit requirements under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ No modification of Civics</li> <li>▪ Minimum of two (2) social studies credits prior to modification</li> <li>▪ One (1) social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science or world languages credit</li> <li>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school</li> </ul>
5	Visual, Performing and Applied Arts	<ul style="list-style-type: none"> <li>▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit</li> <li>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school</li> </ul>
6	World Languages	<p>Modifications to the MMC World Languages credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.</p>
8	Health/Physical Education	<ul style="list-style-type: none"> <li>▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit</li> <li>▪ Additional modifications allowed for students with an IEP and transfer students who have completed two (2) years of high school</li> </ul>

### Instructions

- Choose/enter the code that represents the type of MMC credit modification the student's personal curriculum includes.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You must report at least one code in this characteristic when you include the Personal Curriculum component in the student record.
- You may submit this characteristic up to one time for each code (maximum of seven occurrences) within the Personal Curriculum component when the student's personal curriculum contains multiple modification types. [NOTE: The schema rules allow the

file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Abigale Groff  
517-373-2636  
[GroffA@michigan.gov](mailto:GroffA@michigan.gov)

**Characteristic Tip**

*Reference the [Parent and Educator Guide](#) on the MDE Web site for more detailed information about determining a student's eligibility for a modification type.*

## **Personal Curriculum Type**

### **Characteristic System Name**

PersonalCurriculumType

### **Definition**

The criteria under which the personal curriculum modification is allowed.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

### **Citation**

Revised School Code, MCL Sections 380.1278a and 380.1278b

### **SRSD/MSDS Reference**

No direct reference; similar to Field 125: Program Eligibility/Participation II: position eight

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
1	IEP	<p>The student has an IEP showing a documented need to make modifications because:</p> <ul style="list-style-type: none"><li>▪ The student's disability affects access to and/or demonstration of proficiency in the curriculum; and/or</li><li>▪ The student demonstrates a lack of progress on the MMC despite documented interventions, supports and accommodations.</li></ul>
2	Transfer	<p>The student transfers from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit.</p>
3	General Enhanced	<p>The student has demonstrated:</p> <ul style="list-style-type: none"><li>▪ The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering); and/or</li><li>▪ The ability to succeed in accelerated or advanced math, science, English language arts or world languages.</li></ul>

<b>Code</b>	<b>Text</b>	<b>Description</b>
4	General Modified	The student has demonstrated the academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credit.

#### **Instructions**

- Choose/enter the code that represents the justification for the modification of the MMC requirements for the student.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You are required to report this characteristic when you include the Personal Curriculum component in the student record.

#### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Education Improvement and Innovation**

Abigale Groff

517-373-2636

[GroffA@michigan.gov](mailto:GroffA@michigan.gov)

#### **Characteristic Tip**

Reference the [\*\*Parent and Educator Guide\*\*](#) for more detailed information on determining a student's eligibility for a modification type.

## Personal Demographics Component

The Personal Demographics component contains data related to the student's current address, as well as non-core demographic information.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Resident LEA Number	Numeric Text	1	Conditional	No	1
Student Resident County	List of Values	2	Conditional	No	1
Country of Birth	List of Values	3	Conditional	No	1
Year of Entry	List of Values	4	Conditional	No	1
Street Address	Free-Form Text	5	Conditional	No	1
Street Address 2	Free-Form Text	6	Optional	No	1
City (PersonalDemographicsCity)	Address	7	Conditional	No	1
State	List of Values	8	Conditional	No	1
ZIP Code	Text	9	Conditional	No	1
Ethnicity	Numeric Text	10	Required	No	1
Phone Number	Numeric	11	Optional	No	1

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You are required to submit the Personal Demographics component when you submit a student record in the Early Childhood, ~~Supplemental Nutrition Eligibility~~, General (Fall, Spring or EOY) and Student Record Maintenance collections. It is optional in the Early Roster and Request for UIC Collections. This component is not allowed in the Teacher Student Data Link Collection. There are business rules that will generate errors when data in another component is dependent on any of the characteristics included in the Personal Demographics component.

### **Program Participation Dependency**

The Personal Demographics component is conditionally dependent upon the Program Participation component. You are required to submit it when the submitted record includes code "9130" (Immigrant) in the Program Eligibility Participation characteristic. You must submit the Personal Demographics component with valid data submitted in the characteristics Country of Birth and Year of Entry. If you fail to report these data in the Personal Demographics component when you report code "9130" in the Program Eligibility Participation characteristic, the system will generate an error.

### **Homeless Demographics Dependency**

When you submit the Personal Demographics component, you must submit the characteristics Street Address, City, State and ZIP Code, unless the student record also includes the Homeless Demographics component.

### **ISO Standard Country Codes**

MSDS utilizes the two-character (alphabetic) country codes provided in the [\*ISO 3166-1 English Country Names and Code Elements\*](#).

### **LEP Student Data**

You must report students participating in LEP programs, who have been in the United States for less than one year, with valid data in both the Country of Birth and Year of Entry characteristics. These students may or may not meet the criteria to be identified as immigrants. MSDS is not able to determine when these data are applicable to students; therefore the system does not generate any errors or warnings for LEP students reported without Country of Birth or Year of Entry. It is your responsibility to correctly report these data when applicable.

### **Out-of-State Residents**

You cannot claim students who are not residents of the state of Michigan for FTE membership. However, you should report them as if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation component, and you should not be report them with Resident LEA Number.

### **Students Attending a United States Olympic Education Center**

You may claim any student attending a United States Olympic Education Center whose parent(s) or legal guardian(s) reside outside of the state of Michigan for FTE. Report the resident district for such a student as the district in which the U.S. Olympic Education Center is located. Do not report these students as out-of-state residents.

### **FTE Dependency with Resident LEA Number**

When a student record contains the General Ed FTE with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics component. The system will generate an error if Resident LEA Number does not contain a valid code.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Resident LEA Number**

### **Characteristic System Name**

ResidentLEANumber

### **Definition**

The five-digit code for the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, with the following exceptions:

- The district of residence for a student whose parents or legal guardians reside in different districts [as defined in 388.1624b] is the district in which the student enrolls.
- The district of residence for a pupil in a juvenile detention facility [defined in 6(4)(d)] is the district where the facility is located.
- The district of residence for a pupil under court jurisdiction is the district where the court placed the child.
- The district of residence for a pupil who attends a United States Olympic Education Center and whose parents reside outside the state of Michigan may be reported as the geographic district where the Center is located.

This number may differ from the operating district if a student is enrolled in multiple districts (with total full-time equivalency [FTE] less than or equal to "1.00"). The two numbers may also differ if a student takes part in schools of choice, charter schools or certain other programs.

The Educational Entity Master can be found at: <http://cepi.state.mi.us/eem>.

### **Use**

MDE and CEPI use these data for determining state aid foundation payments as well as NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

Field 4: Resident LEA Number

### **Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

## **Instructions**

- Enter the code that represents the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, except when:
  - The student's parents or legal guardians reside in different districts, [as defined in 388.1624b] the child may enroll in either district. Enter the five-digit code for the district in which the student is enrolled.
  - The student resides in a juvenile detention facility [defined in 6(4)(d)]. Enter the five-digit code for the district in which the facility is located.
  - The student is under court jurisdiction. Enter the five-digit code for the geographic district where the court placed the child.
  - The student is attending a United States Olympic Education Center and his or her parent(s) or legal guardian(s) reside outside of the state of Michigan. Enter the five-digit code for the geographic district where the Center is located.
- The code must be a valid code in EEM for a LEA.
- You are required to submit this characteristic when you submit the Personal Demographics component, unless the student is not a resident of the state of Michigan, as identified by having a state other than Michigan ("MI") reported in the characteristic State. (State < > MI) or by having code "9110" reported in Program Eligibility Participation. (State < > MI)
- If you submit the FTE component and the total value of FTE is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in this characteristic
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic left blank when entering it through the online form, except when it is part of a required collection.

## **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## **Characteristic Tip**

*The district you report as the resident LEA must be identified as an LEA-type entity in EEM. You may not report PSA- and ISD-type districts as resident LEAs.*

## Student Resident County

### Characteristic System Name

StudentResidentCounty

### Definition

The two-digit code assigned to the Michigan county in which the student's primary address is located.

### Use

CEPI uses these data for state and NCLB reporting.

### Citation

School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### SRSD/MSDS Reference

No direct reference; similar to Field 2: County Code

NOTE: The county reported in SRSD referred to the location of the operating district's administrative office, not the student's resident county.

### Specification

List of values (choose from list)

- Refer to Appendix B for the list of county codes.

### Instructions

- Choose/enter the code that represents the Michigan county where the student lives.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- You must include leading zeros when applicable.
- You must submit this characteristic when the record also includes an EC Programs component.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### Characteristic Tip

*This characteristic captures the county where the student lives, not necessarily the county in which the operating district administrative or school buildings are located.*

## **Country of Birth**

### **Characteristic System Name**

CountryOfBirth

### **Definition**

The ISO country code (two-character alphabetic) that represents the student's country of birth as it appears on the student's birth certificate.

NOTE: The sequence of documentation used to verify place of birth is as follows:

1. Birth certificate (certified copy)
2. Birth certificate (uncertified copy)
3. Baptismal certificate (indicating place of birth)
4. Court record/government record (passport, military, immigration)
5. Doctor or hospital record with sworn statement
6. Life insurance policy
7. Family record

The country codes used in MSDS are taken from the version of the ISO 3166-1 English Country Names and Code Elements published in the *Schools Interoperability Framework™ (SIF) Implementation Specification 2.1, Appendix C: External Code Sets*. Click [here](#) to go to the SIF Specification Web site.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

### **Citation**

Refugee Children School Impact Grant; Immigration and Nationality Act, 8 USC 1101, 8 USC 1401

### **SRSD/MSDS Reference**

No direct reference; similar to Field 12: City or Place of Birth

### **Specification**

List of values (choose from list)

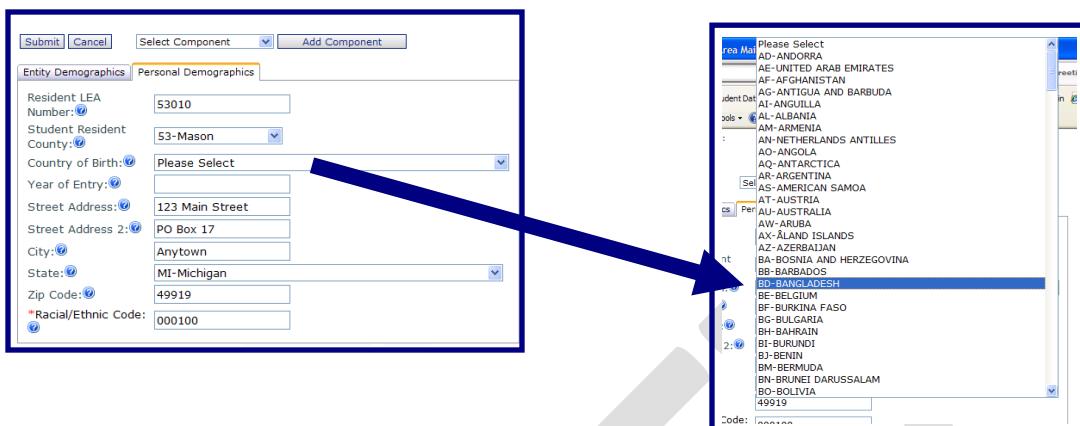
- Refer to **SIF Specification Appendix C: External Code Sets**

Web address for Appendix C: External Code Sets:

<http://specification.sifinfo.org/Implementation/2.1/ExternalCodeSets.html#ExternalCodeSets>

## Instructions

- Choose/enter the code that represents the country where the student was born as reported on the student's birth certificate or other legal documentation.



- If you enter anything other than one of the codes included on the ISO 3166-1 table within the SIF Specification Appendix C: External Code Sets, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when the student record includes code "9130" (immigrant) in the Program Eligibility Participation characteristic.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when it is part of a required collection.

## State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## **Year of Entry**

### **Characteristic System Name**

YearOfEntry

### **Definition**

The four-digit calendar year in which the student first attended school in the United States.

### **Use**

These data are used for NCLB reporting.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

None

### **Specification**

- Numeric Tex; Format: NNNN
- Minimum length: 4
  - Maximum length: 4

### **Instructions**

- Enter the four-digit calendar year that represents the year in which the student first attended school in the United States.

Year of Entry:	
2009	

- If you enter anything other than a four-digit number, the system will generate a file-level error and will reject the file upon upload.
- The year you enter must be equal to or before the current year (system date) and equal to or after the year of the student's birth (Date of Birth) that you reported in the Personal Core component. (Date of Birth = < Date of Entry = > system date)
- You are required to report this characteristic when the student record includes code "9130" (immigrant) in the Program Eligibility Participation characteristic.

- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when it is part of a required collection.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPi customer support for assistance.

#### **Characteristic Tip**

*You must report a student who participates in LEP programs who has been in the United States for less than one year with a value in this characteristic.*

## **Street Address**

### **Characteristic System Name**

StreetAddress

### **Definition**

The number and name of the location of the student's primary address. Refer to Appendix A for a list of U.S. postal abbreviations from the U.S. Postal Service that may be used as street designators.

### **Use**

CEPI and MDE use these data for student identification as well as special education and career and technical education program follow-up.

### **Citation**

NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

Field 13: Street Address

### **Specification**

Free-Form Text

- Minimum length: 1
- Maximum length: 100

### **Instructions**

- Enter the street name and house/building number of the student's primary address at the time of reporting or as it was last known.
- You are required to report this characteristic is required when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error will occur if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*When a student has a mailing address different from his/her street address, report the mailing address in the characteristic Street Address 2.*

## **Street Address 2**

### **Characteristic System Name**

StreetAddress2

### **Definition**

The mailing address or additional street address information such as apartment or lot number, for the student's primary residence. Refer to Appendix A for a list of U.S. postal abbreviations from the U.S. Postal Service that may be used as street designators.

### **Use**

CEPI and MDE use these data for student identification, as well as special education and career and technical education program follow-up.

### **Citation**

NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

None; similar to Field 13: Street Address

### **Specification**

Free-Form Text

- Minimum length: 0
- Maximum length: 100

### **Instructions**

- If this is different from the Street Address, enter the mailing address or report additional information for the street address of the student's primary address.
- This characteristic is optional.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*You may use this characteristic to report additional information about the student's mailing or street address.*

## City

### Characteristic System Name

PersonalDemographicsCity

### Definition

The name of the city or town where the student lives at the time of reporting or the student's last known city or town of residence.

### Use

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

### Citation

NCLB, 20 USC 6311

### SRSD/MSDS Reference

Field 14: Name of City or Town

### Specification

Text (numbers and letters)

- Minimum length: 1
- Maximum length: 20

### Instructions

- Enter the name of the city or town where the student's primary address is located at the time of reporting or as it was last known.
- The entry must not begin or end with spaces or blanks.
- You are required to submit this characteristic when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### Characteristic Tip

*You may report the city of primary nighttime residence for those students whom you have reported as homeless.*

## State

### Characteristic System Name

State

### Definition

The two-character alphabetic code that represents the state where the student lives at the time of reporting or the student's last known city or town of residence. Refer to *Appendix A: U.S. Postal Service Abbreviations* for a list of state codes.

### Use

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

### Citation

NCLB, 20 USC 6311

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

- Refer to [USPS State Abbreviations](#)

### Instructions

- Choose/enter the code that represents the state where the student lives.
- If you enter anything other than one of the codes included on the USPS State Abbreviations list, the system will generate a file-level error and will reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Demographics component and the student record does not also contain the Homeless Demographics component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic when entering it through the online form, except when it is part of a required collection.

### State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### Characteristic Tip

*You may not claim students who live in a state other than Michigan for FTE; however, you should report them if they are being served by your district.*

## **ZIP Code**

### **Characteristic System Name**

ZipCode

### **Definition**

The five- or nine-digit ZIP code of the location where the student lives at the time of reporting or the last known code of residence. Refer to the [USPS Web site](#) for additional information about ZIP codes and to access or look-up a code.

### **Use**

CEPI and MDE use these data for student identification, as well as for special education and career and technical education program follow-up.

### **Citation**

NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

None

### **Specification**

Text (numbers and letters); Format: NNNNN-NNNN or NNNNN

- Refer to [USPS Web site](#)
- Minimum length: 5
- Maximum length: 10

### **Instructions**

- Enter the five- or nine-digit (ZIP + 4<sup>®</sup>) ZIP code for the student's primary address.
- You are required to submit this characteristic when you report the Personal Demographics component and the student record does not also contain the Homeless Demographics component. An error will occur if this characteristic is not submitted and the student is not homeless.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic when entering it through the online form, except when it is part of a required collection.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

## Ethnicity

### Characteristic System Name

Ethnicity

### Definition

The racial group and ethnicity (if Hispanic or Latino) of the student. This is a unique six-position field using any combination of "0" through "6" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.

For example, a person whose primary racial/ethnic choice is Asian American would receive a code of "010000". If the same person is also White, he or she would receive the code of "010020". In this example, a person who is primarily of the Hispanic ethnic group and is also of the Black and Asian races, could be coded "032001". If a person is of equal races, such as an American Indian and Hispanic, he or she would be reported as "100001".

For more information on ethnic reporting, please refer to the CEPI [Race and Ethnicity](#) Web page.

Position	Race/Ethnicity	Description
First "100000"	American Indian or Alaska Native	A student having origins in any of the original peoples of North America and South America (including Central America).
Second "010000"	Asian American	A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
Third "001000"	Black or African-American	A student having origins in any of the black racial groups of Africa.
Fourth "000100"	Native Hawaiian or Other Pacific Islander	A student having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
Fifth "000010"	White	A student having origins in any of the original peoples of Europe, the Middle East or North Africa.
Sixth "000001"	Hispanic or Latino	An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

**Use**

CEPI and MDE use these data for NCLB, IDEA and Perkins reporting requirements.

**Citation**

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)

**SRSD/MSDS Reference**

Field 22: Racial/Ethnic Code

**Specification**

Numeric Text (can have leading zeros); Format: NNNNNN

- Minimum length: 6
- Maximum length: 6

**Instructions**

- Report the racial and/or ethnic group to which the student belongs by entering the applicable number (0-6) in each of the six positions of this characteristic.

A screenshot of a computer screen showing a data entry form. The form has a blue border and contains the text "\*Racial/Ethnic Code: 000100". To the left of the text is a small blue icon with a white question mark. The background of the page has a large, faint watermark of the state of Michigan.

- Enter "0" in the position of a race/ethnicity to which the student does not belong.
- The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.
- At least one position must contain the value "1".
- This characteristic may not contain the value "111111" or "123456".
- You are required to submit this characteristic when you submit the Personal Demographics component. The system will generate an error if you do not submit this characteristic.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*Beginning with the 2010-2011 school year, the state of Michigan will implement the guidance for collecting and reporting race and ethnicity data issued by USED. Please refer to the CEPI [Race and Ethnicity](#) Web page for more information.*

## **Phone Number**

### **Characteristic System Name**

PhoneNumber

### **Definition**

The primary telephone number given by the student's parent or guardian.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

### **Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)

### **SRSD/MSDS Reference**

None

### **Specification**

Free-Form Text

- Minimum length: 1
- Maximum length: 10

### **Instructions**

- The preferred format for reporting is: NNNNNNNNNN.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Special Education and Early Intervention Services**

Darren Warner

517-241-0786

[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

### **Characteristic Tip**

*These data are used by the Office of Special Education and Early Intervention Services to assist with obtaining acceptable response rates for the State Performance Plan 8B, 14B, and 4C. Telephone interviewing contributes greatly to achieving current response rates for survey projects conducted at the Center for Urban Studies, on behalf of the Michigan Department of Education.*

## Program Participation Component

The Program Participation component contains data related to the student's eligibility and/or participation in specialized programs or services. Students who may be eligible for program-level allocations and are required to be reported for compliance and/or program monitoring must be reported with the appropriate program codes. These data are also important for the accurate identification of subgroup participation required for federal reporting.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Program Eligibility Participation	List of Values	1	Required	Yes	Unbounded (1 per code)*

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot shows a software application window with a navigation bar at the top containing tabs: School Demographics, Personal Demographics, Enrollment, Membership, Homeless Demographics, Discipline, Program Participation. The 'Program Participation' tab is highlighted. Below the tabs, there is a label: '\*Program Eligibility Participation:'. To the right of the label is a dropdown menu with a list of program codes. The list includes:

- 9230-Developmental/Retention Kindergarten
- 3500-Early/Middle College Participant
- 9130-Immigrant
- 9120-International Student

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

You must submit the Program Participation component when a student is participating in or is eligible for any of the listed programs.

### Dependencies

There are multiple forward and backward dependencies among the Program Participation component and other components. The following table summarizes these dependencies. Please refer to each individual component for additional details.

Component	Dependency	Error/Warning
Entity Demographics	If the Program Eligibility Participation characteristic contains the following code(s): <ul style="list-style-type: none"> <li>▪ "9230" – Grade or Setting must equal "00"</li> <li>▪ "3500" – Grade or Setting must contain "09"- "12"</li> <li>▪ "3500" – District Exit Status must not contain "01"- "04", "18" or "30"</li> </ul> If reported District Exit Status is "40" or "41", then the Program Eligibility Participation characteristic must contain code "3500".	Error Error Error  Error
FTE	If the Program Eligibility Participation characteristic contains code "9110", then the sum of General Ed. FTE, Section 52 FTE, and Section 53 FTE cannot be > 0.00	Error
Personal Demographics	If the Program Eligibility Participation characteristic contains the following code(s): <ul style="list-style-type: none"> <li>▪ "9110" – Resident LEA Number may be blank</li> <li>▪ "9130" – Country of Birth must contain a country other than the U.S. and must include Year of Entry</li> </ul>	n/a Error
Title I Services	May submit when Program Eligibility Participation characteristic contains code "6010".  Cannot submit if the Program Eligibility Participation characteristic does not contain code "6010".	Warning  Error

**NOTE: We will determine program eligibility and participation for those programs for which the codes have been retired using the following business rules:**

Program Name	Business Rules
Adult Education	The student record contains code "20" in Student Grade or Setting in the Entity Demographics component.
Advanced Accelerated	The student record contains a valid code in the Program Model characteristic in the Advanced Accelerated component.
LEP	The student is identified as being <b>eligible</b> for LEP services when the student record contains valid codes in both the LEP Instructional Program and LEP Funding Participation characteristics in the LEP component.  The student is identified as <b>participating</b> in LEP services when the student record contains a valid code in the LEP Funding Participation characteristic and does not contain code "15" or "16" in LEP Instructional Program characteristic in the LEP component.

Program Name	Business Rules
Migrant	<p><u>Migrant data are no longer collected through MSDS. The MSDS will obtain a list of students who are eligible for migrant services from the Migrant Education Data System (MEDS).</u></p> <p>The student is identified as <b>eligible</b> for migrant services when the student record contains a valid code in the <b>Migrant Funding Source</b> characteristic in the <b>Migrant</b> component.</p> <p>The student is identified as <b>participating</b> in migrant services when the student record contains a valid code in the <b>Migrant Funding Source</b> characteristic and at least one valid code has been submitted during the current school year in either the <b>Migrant Instructional Services</b> or <b>Migrant Support Services</b> characteristics in the <b>Migrant</b> component.</p>
Personal Curriculum	The student record contains valid code in the Personal Curriculum Credit Modification characteristic in the Personal Curriculum component.
Special Education	The student record contains valid code in the Primary Disability characteristic in the Special Education component.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Program Eligibility Participation**

### **Characteristic System Name**

ProgramEligibilityParticipation

### **Definition**

The type of categorical program(s) or service(s) for which the student is eligible and in which he/she participates.

### **Use**

CEPI and MDE use these data for NCLB and state reporting.

### **Citation**

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R 340.1701(c)

### **SRSD/MSDS Reference**

Field 29: Program Eligibility/Participation I and Field 125: Program Eligibility/Participation II

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
7760	21st Century Community Learning Center Program (21st CCLC)	Student participated in at least 30 sessions of an after-school or summer program funded through a 21st CCLC grant.
9220	Alternative Education	Student is currently participating in an alternative education program (including seat-time waiver programs). Use Grade or Setting to report the appropriate grade level.
9230	Developmental/Retention Kindergarten	Student is in a Developmental/Retention Kindergarten program.
3500	Early/Middle College Participant	The student is enrolled in an early/middle college program. Early/Middle College High Schools are generally five-year high schools located on a state public university or community college campus where students may attend as early as ninth grade.
9130	Immigrant	The student has immigrated to the United States from another country and is aged 3 through 21 years; was not born in any state in America; and has not attended one or more schools in any one or more states for more than three full academic years.
9120	International Student	Student is a foreign student participating in an international student exchange program.

<b>Code</b>	<b>Text</b>	<b>Description</b>
9110	Out-of-State Resident	Student attends the district from a state or a province other than Michigan. (No FTE may be claimed)
9229	Seat-Time Waiver Participant	The student is receiving his/her instruction for three or more courses through a virtual education program.
9210	Section 504	This student is considered disabled under Section 504 of the Rehabilitation Act of 1973. Information on Section 504 is available at <a href="http://www.wrightslaw.com/info/sec504.index.htm">http://www.wrightslaw.com/info/sec504.index.htm</a>
6010	Title I Targeted Assistance Program	Students reported in this field are either currently participating in a targeted assistance school (TAS) program or have participated in a TAS program during the current school year. This is not for students in Title I schoolwide programs (SWPs).

**Instructions**

- Choose/enter the code that represents the program or service in which the student participates or for which he/she is eligible.
- The system will generate errors when you submit anything other than one of the codes listed in this characteristic.
- You must submit this characteristic at least once when you submit the Program Participation component.
- You may submit this characteristic up to ten times within the Program Participation component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than ten.]
- When you submit this characteristic with code "9230", the Grade or Setting characteristic in the Entity Demographics component must contain code "00" (Kindergarten).
- When you submit this characteristic with code "9110":
  - the Resident LEA Number characteristic in the Personal Demographics component may be blank; and
  - the sum of the values submitted in General Ed FTE, Section 52 FTE and Section 53 FTE must not be greater than zero. (Total FTE claimed = 0.00)
- When you submit this characteristic with code "9130", the student must:
  - be at least three but not yet twenty-one years of age; and
  - have a reported country other than U.S. in the characteristic Country of Birth in the Personal Demographics component; and

- have a valid four-digit year in the characteristic Year of Entry in the Personal Demographics component.
- When you submit this characteristic with code "3500":
  - The student record must contain code "09", "10", "11" or "12" in the Grade or Setting characteristic in the Entity Demographics component or the system will generate an error.
  - Do not report the student record with code "01", "02", "03", "04", "18" or "30" in the characteristic District Exit Status in the Entity Demographics component or the system will generate an error.
  - You must identify the entity reported in the characteristic School or Facility in the Entity Demographics component as an Early/Middle College.
- When you report this characteristic with code "9229", you must also report the record with another occurrence of the Program Eligibility Participation characteristic that contains code "9220".
- A warning will occur when you submit this characteristic with code "9229" and the Grade Or Setting characteristic contains a code other than "09", "10", "11" or "12".

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions concerning developmental kindergarten, please contact:

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
Lindy Buch  
517-241-3592  
[BuchL@michigan.gov](mailto:BuchL@michigan.gov)

For questions concerning advanced and accelerated or alternative education programs, please contact:

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Sam Sinicropi  
517-241-0439  
[SinicropiS@michigan.gov](mailto:SinicropiS@michigan.gov)

For questions concerning seat-time waiver programs, please contact:

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Barb Fardell  
517-335-1291  
[FardellB@michigan.gov](mailto:FardellB@michigan.gov)

For questions concerning personal curriculum, please contact:

**Michigan Department of Education**  
**Office of Education Improvement and Innovation**  
Abigail Groff  
517-373-2636  
[GroffA@michigan.gov](mailto:GroffA@michigan.gov)

**Characteristic Tip**

*Before certifying a collection, verify that the data accurately report the total counts for categorical programs by thoroughly reviewing the staging area reports.*

DRAFT

## NEW School Demographics Component

The data collected in the School Demographics component reflect the student's current relationship within the district. Except for one new characteristic (S2E2 Code), the data collected in this component were previously collected as part of the retired Entity Demographics component. The School Demographics component is required in all collections except Early Childhood.

There are dependencies between characteristics in the Membership component and:

- Adult Education component
- Enrollment component – Exit Status and District Exit Date characteristics
- Personal Demographics component – Resident LEA Number characteristic
- Student Course component – Academic Year characteristic
- Submitting Entity component – Submitting Entity characteristic

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Operating ISD/ESA Number	Numeric Text	1	Optional	No	1
Operating District Number	Numeric Text	2	Conditional	No	1
School Facility Number	Numeric Text	3	Conditional	No	1
Student Id Number	Text (free form)	4	Optional	No	1
Grade or Setting	List of Values	5	Required	No	1
S2E2 Code	Numeric Text	6	Conditional	No	1

School Demographics		Personal Demographics	Enrollment	Membership
Operating ISD/ESA Number:	29			
*Operating District Number:	29010			
School or Facility:	03042			
Student ID Number:	XL-23456			
*Grade or Setting:	04-Fourth Grade			

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

You are required to submit the School Demographics component in all MSDS collections except the Early Childhood collections.

### **Reporting Entity Codes for Shared Educational Entities**

If your district is a member of a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2) there are some special reporting requirements. In almost all cases, the entity code reported in School Facility Number will be the building in which the student receives his/her education. There are some exceptions, such as with some Early Middle Colleges, when the entity code reported in this characteristic is the school that administers the program, not the building in which the student sits. In all cases the code reported must belong to an entity that is designated as a "school" or "unique education provider" (UEP) in the Educational Entity Master (EEM).

A Specialized Shared Educational Entity (S2E2) must be a "non-instructional ancillary facility" in EEM. When a student is being educated through a S2E2 agreement, he/she will be reported with both a School Facility Number for the location at which the education or service is provided and the S2E2 Code characteristic containing the 5-digit EEM code for the Shared Educational Entity.

For additional information about Shared Educational Entities and Specialized Shared Educational Entities please refer to the **BAA Web Site**.

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_56877---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_56877---,00.html)

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Operating ISD/ESA Number**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

OperatingISDESA<sup>N</sup>umber

### **Definition**

The state-assigned two-digit number, as recorded in EEM, that identifies the intermediate school district (ISD) or educational service agency (ESA) in which the district or program is located.

### **Use**

CEPI and MDE use these data for compensation and reporting.

### **Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

### **SRSD Reference**

Field 1: Operating Intermediate School District/Educational Service Agency Number

### **Specification**

Numeric Text (can have leading zeros); Format: NN

- Minimum length: 2
- Maximum length: 2

### **Instructions**

- Enter the code that represents the ISD/ESA where the educating district or program is located.
- The code must be a valid code in EEM for an open-active ISD/ESA.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*If the student is attending a district or program located within an ISD/ESA outside of the ISD/ESA for the geographic area where he/she resides, use the code for ISD/ESA in which the district or program is located.*

## **Operating District Number**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

OperatingDistrictNumber

### **Definition**

The state-assigned five-digit number, as recorded in EEM, which identifies the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

### **Use**

CEPI and MDE use these data for compensation and reporting.

### **Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

### **SRSD Reference**

Field 3: Operating District Number

### **Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

### **Instructions**

- Enter the code that represents the district (LEA, PSA or ISD) providing the educational services reported.
- The code must be a valid code in EEM for a LEA, PSA or ISD.
- The district reported in this characteristic must be:
  - Beneath the reported Operating ISD/ESA Number in the EEM hierarchy; or
  - Of group "State" in the EEM (belonging to ISD/ESA number "84"); or
  - Of group "Non-Public" in the EEM (a non-public entity type).
- The reported district must have a status of "open-active", "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - If the entity reported has a status of "closed", the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- You are required to report this characteristic when you submit the Entity School Demographics component.

- If the operating district is an ISD or PSA district (as identified in EEM), then the code you submit in Operating District must not be the same as the code you submit in Resident LEA Number in the Personal Demographics component; otherwise an error will occur. (Operating District < > Resident LEA Number)
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPi customer support for assistance.

### **Characteristic Tip**

*Every student record for a single district should have the same operating district number. The operating district may, however, differ from the district reported in the Resident LEA Number characteristic in the Personal Demographics component.*

## School Facility Number

(Moved from the retired Entity Demographics Component)

### Characteristic System Name

SchoolFacilityNumber

### Definition

The state-assigned five-digit code as recorded in the EEM for the building.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: <http://cepi.state.mi.us/eem>.

### Use

CEPI and MDE use these data for compensation and reporting.

### Citation

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

### SRSD Reference

Field 5: School or Facility

### Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

### Instructions

- Enter the five-digit code that represents the school or facility building where the student receives the educational services reported.
- The code must be a valid code in EEM for a school or facility building.
- The entity reported in this characteristic must be:
  - Beneath the reported Operating District Number in the EEM hierarchy; or
  - Of group "State" in the EEM (belonging to district number "84000"); or
  - Of group "Non-Public" in the EEM.
  - Defined as a Shared Educational Entity (SEE) in the EEM that the Operating District is a member of.
  - [Belong to a member district of the Specialized Shared Educational Entity \(S2E2\) reported in the S2E2 Code characteristic.](#)
- The reported entity must have a status of "open-active", "closed-pending" or "closed" in EEM as of the count date for the collection period.

- If the entity reported has a status of "closed", the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- ~~You are required to submit this characteristic when you submit the Entity Demographics component unless it is part of the Request for UIC or Early Roster collections.~~
- ~~If this characteristic is submitted in one of the General Collections (Fall, Spring or EOY) or Student Record Maintenance, Early Roster or Teacher Student Data Link collections, and the District Exit Status code reported is "00", this characteristic is not required. (NOTE: If you do not report a School Facility Number in the Early Roster Collection, BAA will not use the data for assessment pre-identification and students will appear without building information on your district's Direct Certification Report.)~~
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPi customer support for assistance.

#### **Characteristic Tip**

*Any ISD or LEA/PSA may report any non-public school code number. Further, an ISD may report a school or facility code for buildings in any of its constituent districts.*

## **Local Student Identification Number**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

StudentIdNumber

### **Definition**

The code given by the educating entity to identify the student. NOTE: This is different from the UIC generated by CEPI. Do not use the student's Social Security number.

### **Use**

MDE and CEPI use these data to assist with student matching and they are provided on several district reports in the MSDS to help with importing data back into the local SISs.

### **Citation**

### **SRSD Reference**

Field 17: Student ID Number (Membership)

### **Specification**

Text-free form; accepts both alpha and numeric characters

- Maximum length: 20

### **Instructions**

- Enter the code used by the educating entity to identify the student.
- This characteristic is optional.
- **An error will occur if this characteristic is submitted with all zeros.**
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*The Student ID Number should not be the same as the CEPI UIC or the student's Social Security number. Use this characteristic as a "helper" when completing UIC resolution.*

## **Student Grade or Setting**

**(Moved from the retired Entity Demographics Component)**

### **Characteristic System Name**

GradeOrSetting

### **Definition**

The grade level or the educational setting in which the student is enrolled.

### **Use**

CEPI and MDE use these data for NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

### **SRSD Reference**

Field 19: Grade or Setting

### **Specification**

List of values (choose from list)

Code	Text	Description
00	Kindergarten	Any one- or two-year program prior to first grade that meets the membership eligibility requirements of enrolling students who are 5 years of age on or before December 1 and is a 549-hour program. If the setting is a developmental/retention kindergarten (DK) for which FTE is being claimed, in addition to being reported in Grade or Setting, the student should also be reported in Program Eligibility Participation with code "9230". (NOTE: Pre-kindergarten early childhood programs do not include DK.).
01	First Grade	The first school level after kindergarten. Students are usually 6 to 7 years old.
02	Second Grade	The second school level after kindergarten. Students are traditionally 7–8 years old.
03	Third Grade	The third school level after kindergarten. Students are usually 8–9 years old.
04	Fourth Grade	The fourth school level after kindergarten. Students are usually 9–10 years old.
05	Fifth Grade	The fifth school level after kindergarten. Students are usually 10–11 years old.
06	Sixth Grade	The sixth school level after kindergarten. Students are usually 11–12 years old.

Code	Text	Description
07	Seventh Grade	The seventh school level after kindergarten. Students are usually 12–13 years old.
08	Eighth Grade	The eighth school level after kindergarten. Students are usually 13–14 years old.
09	Ninth Grade	The ninth or freshman school level after kindergarten. Students are usually 14–15 years old.
10	Tenth Grade	The tenth or sophomore school level after kindergarten. Students are usually 15–16 years old.
11	Eleventh Grade	The eleventh or junior school level after kindergarten. Students are usually 16–17 years old.
12	Twelfth Grade	The twelfth or senior school level after kindergarten. Students are usually 17–18 years old.
14	Special Education	A special program where the student might not be age-appropriately placed in a grade level. (NOTE: If FTE for the student is being claimed in general education as well as special education, then code "14" cannot be used). Code "14" should not be used for early childhood programs; it is to be used for children receiving kindergarten-level services or above.
20	Adult Education	A full-time-equated participant enrolled and attending a Department-approved, adult basic-education program; an English-as-a-second-language program; a general-education, developmental test-preparation program; a job- or employment-related program; or a high school completion program; and who meets the eligibility requirements as defined in Section 107 of the State School Aid Act.
30	Early Childhood/Early On®	Children receiving early childhood special education or Early On® services which are below the level of kindergarten. This does not include developmental kindergarten.

### Alternative Education Programs

Report students participating in alternative education programs with the grade that best represents their educational level and by submitting code "9220" in the Program Eligibility Participation characteristic in the Program Participation component.

**NOTE:** Seat-time waiver programs are, by definition, alternative education programs. You must report students who participate in a seat-time waiver program as alternative education participants. For more information on seat-time waivers, please contact Barbara Fardell at [fardellb@michigan.gov](mailto:fardellb@michigan.gov) or 517-335-1291.

**Computed Grades for Students Reported in an Ungraded Special Education Setting ("14")**  
State Board of Education policy, the *No Child Left Behind Act of 2001* and the *Individuals with Disabilities Education Act* require that state-level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district user identifies a student in an ungraded educational setting (grade "14") for certain purposes such as MEAP and MI-Access testing or for determining membership in a graduation cohort, the MSDS will compute the student's grade level based on the following table. (Student age is based on Date of Birth in the Personal Core component and is computed as of December 1 of the current school year.)

Student Age in Ungraded Programs	Computed Grade
9 Years	Third Grade
10 Years	Fourth Grade
11 Years	Fifth Grade
12 Years	Sixth Grade
13 Years	Seventh Grade
14 Years	Eighth Grade
15 Years	Ninth Grade
16 Years	Tenth Grade
17 Years	Eleventh Grade
18 Years	Twelfth Grade

For questions related to MEAP test administration, please contact the **Bureau of Assessment and Accountability (BAA)** [formerly the Office of Educational Assessment and Accountability] at 517-373-8393, toll free at 877-560-8378 or by email at [baa@michigan.gov](mailto:baa@michigan.gov).

### Instructions

- Choose/enter the code that best identifies the grade level or the educational setting in which the student is enrolled.
  - For Grade or Setting codes "00" – "12", a warning is issued when the reported grade is not within two years of the student's chronological age on September 1 of the current school year, minus five  $\{([chronological\ age - 5] \pm 2) = grade\ level\}$ .
  - If the student is in a self-contained special educational setting, meaning that special education services are received in the context of an otherwise K-12, general educational setting, use the age-appropriate grade placement.
  - For students in a multi-age setting, use the appropriate grade level **for the student**.
  - For students beyond age-appropriate grade levels, use the correct educational setting **for the student**.
  - For alternative education, report the appropriate grade level for students currently participating in alternative education and report the alternative

education status for the Program Eligibility Participation characteristic within the Program Participation component.

- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit the General Ed FTE component and the Grade or Setting is "14" (Ungraded Special Education), "20" (Adult Education), or "30" (Early Childhood/Early On®), then the General Ed FTE characteristic cannot contain a value greater than "0.00"; otherwise an error will occur.
- If this characteristic contains code "20" (Adult Education) the student must be 16 years of age or older on September 1 of the current school year; otherwise an error will occur.
- The Grade or Setting you report must be within the set of grades and/or settings reported in EEM for the school/facility or operating district or the system will generate a warning (EEM Web page: <http://cepi.state.mi.us/eem>).
- If you report code "30" in this characteristic in a General Collection (Fall, Spring or EOY) then you must submit the Special Education component.
- If you report code "14" in this characteristic, you must also report the Special Education component with a valid code in the characteristic Primary Disability.
- If you report code "20" in this characteristic, you must also report at least one occurrence of the Adult Education component.
- You are required to submit this characteristic when you submit the Entity Demographics component.

### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

### **Characteristic Tip**

*As a general rule, the ages of students enrolled in K-12 general education settings are within two years of their chronological age minus five {[chronological age - 5] +/− 2) = grade level}.*

## **NEW Specialized Shared Educational Entity (S2E2) Code**

### **Characteristic System Name**

S2E2Code

### **Definition**

The state-assigned five-digit code as recorded in the EEM for the Specialized Shared Educational Entity through which the student is receiving education or services.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: <http://cepi.state.mi.us/eem>.

### **Use**

CEPI and MDE use these data for accountability and compliance monitoring

### **Citation**

School Aid Act, Michigan Complied Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

### **Instructions**

- When the student reported is being educated through a Specialized Shared Educational Entity (S2E2), enter the five-digit code that represents the S2E2.
- The code must be a valid code in EEM for a non-instructional ancillary facility.
- The Operating District reported must be a member of the Specialized Shared Educational Entity per EEM.
- The reported entity must have a status of "open-active", "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - If the entity reported has a status of "closed", the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, except when it is part of a required collection.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*The School Facility Number must also be reported and must belong to one of the member districts of the Specialized Shared Educational Entity per EEM.*

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## Supplemental Nutrition Eligibility (SNE) Component

We use the SNE component to report the student's status as eligible for free or reduced-price milk or meals through the National School Lunch Program. Multiple State of Michigan offices use these data in the determination of sub-groups and as the poverty indicator for districts. Using these data, the MSDS generates multiple state and federal reports; therefore, it is critical that you report these data correctly. We use these data for Section 31a allocations, Title I allocations, and e-Rate. You are required to submit the SNE component in the Fall General Collection for all eligible students, Supplemental Nutrition Eligibility Collection. You may also submit it in the Student Record Maintenance, Early Childhood, Spring General and EOY General collections.

***NOTE: Beginning with the 2011-2012 school year, CEPI will collect the data used for the supplementation nutrition eligibility count as part of the newly consolidated Fall General Collection. There will no longer be a separate SNE Collection. You must submit the SNE component as part of the record for each student who has been determined to be eligible for free milk or free/reduced-price meals for the 2011-2012 school year, and who was enrolled on the legislated fall pupil membership count date (October 5, 2011). Districts may continue to collect applications and determine eligibility status after 10/5/2011 until the collection certification deadline (11/23/2011) for students actively enrolled on count day.***

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Supplemental Nutrition Eligibility	List of Values	1	Required	No	1

The screenshot shows a software application window with a toolbar at the top containing tabs: School Demographics, Personal Demographics, Enrollment, Membership, Initial IEP, and SNE. The SNE tab is highlighted with a yellow background. Below the toolbar, there is a form area. On the left, there is a label: "\*Supplemental Nutrition Eligibility: ". To the right of this label is a dropdown menu with the value "1-Eligible Free" selected. A small red 'X' button is located in the top right corner of the form area.

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

## **When Is This Component Required?**

You must submit this component as part of the student record when you have identified the student as eligible for free or reduced-price milk or meals. It is only necessary to submit these data once per school year for an eligible student, unless the student's status changes from eligible for reduced-price meals to eligible for free meals. However, if you prefer you may submit this component for all eligible students whenever you submit records through a collection which allows the SNE component. A student is eligible for free meal/milk or reduced-price meals when he or she meets one of the following criteria:

- attends a school that participates in the national school lunch, school breakfast, and/or special milk program, has applied using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- attends a school that does not participate in the national school lunch, school breakfast, and/or special milk program, has applied using an application other than the school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- has been identified through Direct Certification; or
- is eligible under other federal guidelines, (i.e. homeless status or eligibility for migrant services).

**Note:** *Participation is **not** a requirement for eligibility. Neither the attended school nor the student has to participate in the national school lunch, school breakfast, and/or special milk programs for the student to be found eligible.*

***Non-participating schools must use an eligibility application form provided by MDE which clearly states to the family that no free or reduced-price lunch or breakfast, or special milk program, will be provided.***

## **Data Usage**

Multiple State of Michigan offices use Supplemental Nutrition Eligibility data as an indicator of poverty, including the calculation of poverty quartiles for federal reporting. Using these data, the MSDS generates multiple state and federal reports; therefore it is critical that you complete the field correctly.

### **Adequate Yearly Progress:**

For Adequate Yearly Progress, this field currently provides the basis for subgroup identification of economically disadvantaged students. You may find additional information regarding Adequate Yearly Progress at:

[http://www.michigan.gov/mde/0,4615,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,4615,7-140-22709_22875---,00.html)

- **E-Rate:**

As of fall 2006, we use this field to derive eligibility for a district's E-rate discount. Michigan does not recognize pre-K or adult education students as eligible for E-rate discounts. The use of individual student data from the SRSD will allow these records to be filtered out, resulting in improved accuracy in reporting the eligibility of students in Michigan. Obtain further information regarding the E-rate at:

[http://michigan.gov/mde/0,1607,7-140-6530\\_21417---,00.html](http://michigan.gov/mde/0,1607,7-140-6530_21417---,00.html) or [www.usac.org/sl](http://www.usac.org/sl)

- **Perkins Core Performance Indicators:**

The MDE Office of Career and Technical Education uses this field for identification of the economically disadvantaged special population group for the Perkins Core Performance Indicators. For more information on the Office of Career and Technical Education and the Perkins Core Performance Indicators please visit:

[http://michigan.gov/mde/0,4615,7-140-6530\\_2629---,00.html](http://michigan.gov/mde/0,4615,7-140-6530_2629---,00.html)

- **Michigan School Readiness Program:**

The Michigan Department of Education, Office of Early Childhood Education and Family Services uses the data from Field 31 to determine the number of students who are eligible for free lunches in grades one through five, per Sections 32d and 38 of the State School Aid Act for purposes of determining funding levels for the Michigan School Readiness Program. For more information on the Office of Early Childhood and Family Services and the Michigan School Readiness Program please visit:

<http://www.michigan.gov/msrp>

- **Office of Field Services:**

The Michigan Department of Education, Office of Field Service use the free meal eligibility information in the calculation of Section 31a allocations, as well as in Title I allocation calculations. MDE's Office of School Improvement may also use it to calculate state and federal grant awards.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Supplemental Nutrition Eligibility**

### **Characteristic System Name**

SupplementalNutritionEligibility

### **Definition**

The type of categorical program(s) or service(s) for which the student is eligible and in which he/she participates.

### **Use**

CEPI uses these data, as they are submitted in the [Fall General Collection Supplemental Nutrition Eligibility collection](#), to determine the official "October 31" count of eligible students for MDE's Office of Field Services. Multiple State of Michigan offices use these data as an indicator of poverty. Using these data, the MSDS generates multiple state and federal reports, such as E-rate, AYP, Perkins Core Performance Indicators and Michigan School Readiness reporting.

### **Citation**

Richard B. Russell National School Lunch Act, 42 USC. 175; Child Nutrition Act of 1966, 42 USC 1771; NCLB, Sec 20; Telecommunications Act of 1996, Sec. 254 (E-rate); NCLB, 20 USC 6311; PL 107-110 Sec. 1111 (computation of economically disadvantaged subgroups for Adequate Yearly Progress [AYP]); Carl D Perkins Career and Technical Education Act of 2006. Section 113 (computation of economically disadvantaged special population)

### **SRSD/MSDS Reference**

Field 31: Supplemental Nutrition Eligibility

### **Specification**

List of values (choose from list)

Code	Text	Description
1	Eligible for free-meal/milk program	Student is eligible for free-meal/milk program for current school year.
2	Eligible for reduced-price meal program	Student is eligible for reduced-price meal program for current school year.

### **Instructions**

- Choose/enter the code that represents the student's eligibility status for free or reduced-price meals.
- The system will generate errors when you submit anything other than one of the codes listed in this characteristic.
- You must submit this characteristic when you submit the Supplemental Nutrition Eligibility component.

- If you have identified the student as homeless (reported during the current school year with the Homeless component) you must report him or her with code "1" in this characteristic.
- ~~If you have identified the student as a migrant student (reported during the current school year with the Migrant component code "6030" in the Program Eligibility Participation characteristic) you must report him or her with code "1" in this characteristic.~~
- If the student has been identified in MEDS as eligible for migrant services, you must report this characteristic with code "1".
- If the student has been directly certified (included on the Direct Certification Report for the current school year) he/she must be reported with code "1" in this characteristic.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions regarding **Section 31A and Title I allocations**, contact:

**Michigan Department of Education**

**Office of Field Services**

Fred Williams

517-373-3743

[WilliamsF3@michigan.gov](mailto:WilliamsF3@michigan.gov)

For questions regarding **Supplemental Nutrition Eligibility**, contact:

**Michigan Department of Education**

**Office of Grants Coordination and School Support**

Dawn Harris

517-373-4335

[HarrisDM@michigan.gov](mailto:HarrisDM@michigan.gov)

For questions regarding **E-rate**, contact:

**Michigan Department of Education**

**Educational Technology and Data Coordination**

Bruce Umpstead

517-335-2957

[UmpsteadB@michigan.gov](mailto:UmpsteadB@michigan.gov)

For questions regarding **Adequate Yearly Progress (AYP)**, contact:

**Michigan Department of Education**

**Office of Educational Assessment and Accountability**

877-560-8378 toll-free or 517-373-8393

[OEAA@mi.gov](mailto:OEAA@mi.gov)

For questions regarding **Perkins Core Performance Indicators**, contact:  
**Michigan Department of Education**  
**Office of Career and Technical Education**  
David MacQuarrie  
[MacQuarrieD@michigan.gov](mailto:MacQuarrieD@michigan.gov)

For questions regarding the reporting of **Early Childhood** information, please contact:  
**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
517-373-8483

**Characteristic Tip**

*Once the student has been reported as being eligible for either free or reduced-price milk/meals during a school year, he/she is eligible for the entire school year. Remember: A student actively enrolled in your district on count day, but whose eligibility is not determined until after that date, may be reported as eligible for free or reduced-price meals/milk.*

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## Special Education Component

The Special Education component is used to collect data related to the student's participation in special education programming or services. This component must be reported for any student with an active IEP or who has been exited from special education services since last reported. The data collected via this component in the Fall General Collection are used to complete the federal Special Education Child Count.

In addition to the Special Education Component, records for students with disabilities receiving special education programs or services may also need to include one or more of the following components:

- Initial IEP
- Disciplinary Incident
- Disciplinary Consequence

Please refer to the applicable component details for additional information.

**Characteristic Table**

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Primary Disability	List of Values	1	Conditional	No	1
Secondary Disability	List of Values	2	Conditional	Yes	Unbounded (1 per code)*
IEP Date	Date	3	Conditional	No	1
Support Services	List of Values	4	Conditional	Yes	Unbounded (limit to 5 per student)*
Program Service Code	List of Values	5	Conditional	Yes	Unbounded (limit to 3 per student)*
Primary Educational Setting	List of Values	6	Conditional	No	1
Placed By Another Dist IEP	Yes/No	7	Conditional	No	1
Special Education Exit Reason	List of Values	8	Conditional	No	1
Special Education Exit Date	Date	9	Conditional	No	1
Section 52 FTE	Decimal	10	Optional	No	1
Section 53 FTE	Decimal	11	Optional	No	1

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot shows a web-based form for entering student special education information. The form is divided into several sections:

- Entity Demographics:** Primary Disability dropdown menu showing "Please Select".
- Personal Demographics:** Secondary Disability dropdown menu showing options 22-Legally Blind and 24-Deaf.
- Special Education:** IEP Date input field with a calendar icon.
- Support Services:** A large dropdown menu listing various support service codes:
  - 200-Teacher Consultant (T.C.) Autistic Impaired
  - 210-T.C. Mentally Impaired
  - 220-T.C. Emotionally Impaired
  - 230-T.C. Learning Disabled
- Program Service Code:** A large dropdown menu listing various program service codes:
  - 130-Programs for Severe Cognitive Impairment
  - 140-Programs for Emotional Impairment
  - 150-Programs for Learning Disabled
  - 160-Programs for Hearing Impairment
- Primary Educational Setting:** Primary Educational Setting dropdown menu showing "Please Select".
- Placed By Another Dist IEP:** A dropdown menu showing "Select Yes/No".
- Spec Ed Exit Reason:** Spec Ed Exit Reason dropdown menu showing "Please Select".
- Spec Ed Exit Date:** Spec Ed Exit Date input field with a calendar icon.
- Section 52 FTE:** Section 52 FTE input field showing "0.00".
- Section 53 FTE:** Section 53 FTE input field showing "0.00".

## Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

The Special Education component may only be submitted for students with disabilities who are participating in special education programs or services, or students who are receiving their education in a Section 24 Juvenile Detention Facility. When this component is submitted, the record must include one or both of the following:

- The Student Residency characteristic containing code "09".
- A valid code submitted in the Primary Disability characteristic.

Although this component is viewed as optional by the MSDS, you must report this component for any student receiving special education programming or services and to claim either Section 52 or Section 53 FTE.

Remember that **OPTIONAL** does **NOT** mean that you do not have to report the data when they are applicable to the student. It means that the **MSDS SYSTEM** cannot determine when or for which students you are **REQUIRED** to report the data. Each reporting entity is responsible for identifying when it must report the data, based on program requirements.

Please refer to the General Education FTE component for additional information about submitting FTE data.

### **Section 24 Detention Students**

Students who meet the criteria to be reported with FTE in Section 52 and are also residents of a approved on-grounds juvenile detention facility or child-care institution (Section 24 Juvenile Detention) must be reported with at least one code reported in either the Program Service Code or Support Services characteristic. No other characteristics in the Special Education component are required to be reported. The exception to this is if the student reported is also a special education participant who has an IEP; then all applicable characteristics must be reported, including a code in Primary Disability.

**NOTE:** Errors will be generated if a student record is submitted with data in any characteristics other than Program Service Code or Support Services and no code is reported in the Primary Disability characteristic. Likewise, errors will be generated if the student record is submitted with a code in Primary Disability and the applicable special education characteristics are not included with the Program Service Code and Support Services characteristics.

#### **For example:**

*Situation 1 - A student is receiving education services while in a Section 24 juvenile detention facility. The student **does not have an IEP** (is not eligible for special education programs/services). The record submitted for this student must include the Special Education component with only the Section 52 FTE characteristic and Program Service Code or Support Services characteristics. Errors will occur when the student record is:*

- Submitted without the Special Education component; or
- Submitted with the Special Education component but without data in either the Program Service Code or Support Services characteristics; or

- Submitted with the Special Education component that includes any characteristic other than the Program Service Code or Support Services characteristics.

*Situation 2 - A student is receiving education while in a Section 24 juvenile detention facility. The student **has an IEP** (is eligible for special education programs/services). The record submitted for this student must include the Special Education component with all other applicable characteristics in addition to the Program Service Code or Support Services. Errors will occur when the student record is:*

- Submitted without the Special Education component; or
- Submitted with the Special Education component but with only data, the Program Service Code or Support Services characteristics.

### **Required for Students with IEPs**

A student with disabilities who is participating in special education programs or services must have an IEP. These students are identified by submitting a code in the characteristic Primary Disability. The following data must be submitted for students reported as participating in special education:

- Primary Disability
- IEP Date
- Program Service Code or Support Service (at least one code in either characteristic)
- Primary Educational Setting
- Placed By Another District IEP (Yes/No)

Failure to submit all of the above data will result in record-level errors.

Some students may also need to be reported with the following data:

- Secondary Disability
- Special Education Exit Reason and Special Education Exit Date
- Section 52 FTE or Section 53 FTE

Submitting students without the above characteristics will not cause errors, however failing to report these data when they apply to the student will cause the district's data to be inaccurate.

### **Reporting Data for Early Childhood/Pre-kindergarten Students**

Children, birth through five years of age, who have not yet entered kindergarten and who are eligible for special education programs or services, must be reported in the Fall and/or Spring General Collections to be counted for membership (FTE). These students may also need to be reported through the [Fall General Collection to be included in the Special Education Child Count.](#)

## Exiting a Student From Special Education

Students with disabilities who are receiving special education programs or services are exited from special education when they are no longer eligible to participate. This can occur because the student's parent/guardian revokes consent for the student to participate or the IEP team determines that the student is no longer eligible for special education programs or services. In either of these situations, the student record should be reported with the Special Education component, including the appropriate data in the characteristics Special Education Exit Reason and Special Education Exit Date. Students who exit special education by either of these means may or may not also be exiting the operating district. If the student is also exiting the district, the district exit data must be submitted in the Entity Demographics component.

### **For example:**

*Situation 1 - A student with disabilities receiving special education programs or services is exited from special education on 10/01/2009 by the IEP team. The student is not exiting the district. The record must include the code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education component. The Entity Demographics component will include code "19" (expected to continue) in the characteristic District Exit Status and will not contain the District Exit Date characteristic. (Refer to the Entity Demographics component section for additional details and screenshots for examples and screenshots related to that component.)*

For the example above, the online Special Education component would look like the following screenshot.

Submit	Cancel	Select Component	Add Component
<a href="#">Entity Demographics</a> <a href="#">Personal Demographics</a> <a href="#">Program Participation</a> <b>Special Education</b>			
Primary Disability:	08-Visual Impairment <input type="checkbox"/> 22-Legally Blind		
Secondary Disability:			
IEP Date:	0 <input type="text"/>		
Support Services:	<input type="checkbox"/> 230-T.C. Learning Disabled <input type="checkbox"/> 160-Programs for Hearing Impairment <input checked="" type="checkbox"/> 170-Programs for Visual Impairment <input type="checkbox"/> 180-Programs for Physical or Other Health Impairment <input type="checkbox"/> 190-Programs for Severe Multiple Impairment		
Program Service Code:	07-Parentally Placed in Private School or Home School at Private/Parent Expense <input type="text"/>		
Primary Educational Setting:	<input type="text"/>		
Placed By Another Dist IEP:	<input type="text"/>		
Spec Ed Exit Reason:	30-IEP team determined student no longer in need of special education services or programs <input type="text"/>		
Spec Ed Exit Date:	10/01/2009 <input type="text"/>		

The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
    <PrimaryDisability>08</PrimaryDisability>
    <IEPDate>2008-02-03</IEPDate>
    <ProgramServiceCode>170</ProgramServiceCode>
    <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
    <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
    <SpecEdExitReason>30</SpecEdExitReason>
    <SpecEdExitDate>2009-10-01</SpecEdExitDate>
</SpecialEducation>
```

*Situation 2* - A student with disabilities receiving special education programming or services is exited from special education on 10/01/2009 by the IEP team. The student also leaves the district because the family is moving out of state. The last date the student attends the district is 9/30/2009. As in Situation 1, the record must include the code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education component. In the Entity Demographics component, the record must also contain the appropriate data in the characteristics District Exit Status code ("09" Moved out of state) and District Exit Date ("10/01/2009").

Students also exit special education when they complete their K-12 education or otherwise terminate their participation in the Michigan public school system. In these situations, the student may or may not also have had his/her parent revoke consent or have an IEP team determine s/he is no longer eligible for special education. If this situation occurs, then the special education exit data should be submitted in the Special Education component and the district exit data reported in the Entity Demographics component.

**For Example:**

*Situation 1*- A student with disabilities receiving special education programming or services graduates with a regular high school diploma. There is no parental revocation of consent or IEP team decision that the student no longer is eligible for special education programs or services. The record submitted for this student will contain the Special Education component but will not contain the characteristics Special Education Exit Reason or Special Education Exit Date. The Entity Demographics component will contain the code "02" in the characteristic District Exit Status and the date "06/05/2010" in the characteristic District Exit Date. (Refer to the Entity Demographics component section for additional details and screenshots for examples and screenshots related to that component.)

For the example above, the online Special Education component would look like the screenshots below.

The screenshot shows the 'Special Education' component of a student record. It includes fields for Primary Disability (08-VI), Secondary Disability (24), IEP Date (02/03), Support Services (checkboxes for various services), Program Service Code (dropdown menu showing '170-Programs for Emotional Impairment' selected), Primary Educational Setting (07-Ranged by Placed in Private School or Home School at Private/Parent Expense), Placed By Another (checkbox), Dist IEP (checkbox), Spec Ed Exit Reason (dropdown menu showing 'Please Select'), and Spec Ed Exit Date (text input field). The 'Program Service Code' dropdown is highlighted with a blue box and has a large blue arrow pointing from the XML code below.

The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
    <PrimaryDisability>08</PrimaryDisability>
    <IEPDate>2008-02-03</IEPDate>
    <ProgramServiceCode>170</ProgramServiceCode>
    <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
    <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
</SpecialEducation>
```

*Situation 2 - A student with disabilities receiving special education programming or services leaves the district to be home-schooled. An IEP team has also determined that the student is no longer eligible for special education programs or services as of 02/27/2009. The last day that the student attended was 02/27/2009. The record submitted for this student will contain the Special Education component with the characteristics Special Education Exit Reason containing code "30" and the Special Education Exit Date will contain the date "02/28/2009" (the exit date is the day after the day last the student participated). The Entity Demographics component will contain the code "14" in the characteristic District Exit Status and the date "02/28/2009" in the characteristic District Exit Date.*

For the example above, the online Special Education component would look like the screenshot below.

Entity Demographics | Personal Demographics | Program Participation | Special Education

Primary Disability: 05-Cognitive Impairment

Secondary Disability: 22-Legally Blind, 24-Deaf

IEP Date: 5/5/2008

Support Services: 490-C, 491-S, 492-I

Program Service Code: 110-F

Primary Educational Setting: 12-Inside Regular Ed Classroom 40% - 79% of school day

Placed By Another Dist IEP: No

Spec Ed Exit Reason: 30-IEP team determined student no longer in need of special education services or programs

Spec Ed Exit Date: 02/28/2009

Spec Ed Exit Reason: 30-IEP team determined student no longer in need of special education services or programs

Spec Ed Exit Date: 02/28/2009

The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
  <PrimaryDisability>05</PrimaryDisability>
  <IEPDate>2008-05-05</IEPDate>
  <ProgramServiceCode>110</ProgramServiceCode>
  <PrimaryEducationalSetting>12</PrimaryEducationalSetting>
  <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
  <SpecEdExitReason>30</SpecEdExitReason>
  <SpecEdExitDate>2009-02-28</SpecEdExitDate>
</SpecialEducation>
```

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **Primary Disability**

### **Characteristic System Name**

PrimaryDisability

### **Definition**

The primary disability identified on the student's IEP as defined by the Michigan Administrative Rules for Special Education (MARSE).

### **Use**

These data are used for NCLB and IDEA reporting.

### **Citation**

Michigan Administrative Rules for Special Education R340.1705-\$340.1717; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 36: Primary Disability

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
05	Cognitive Impairment	MARSE R340.1705
06	Emotional Impairment	MARSE R340.1706
07	Hearing Impairment	MARSE R340.1707
08	Visual Impairment	MARSE R340.1708
09	Physical Impairment	MARSE R340.1709
10	Speech and Language Impairment	MARSE R340.1710
11	Early Childhood Developmental Delay	MARSE R340.1711
13	Specific Learning Disability	MARSE R340.1713
14	Severe Multiple Impairment	MARSE R340.1714
15	Autism Spectrum Disorder	MARSE R340.1715
16	Traumatic Brain Injury	MARSE R340.1716
17	Deaf-Blindness	MARSE R340.1717
20	Other Health Impairment	MARSE R340.1709a

### **Instructions**

- Choose/enter the code that represents disability being reported.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic is required when the Special Education component is reported and the characteristic Student Residency contains a code other than "09".

- If code "11" (Early Childhood Developmental Delay) is reported in this characteristic, errors will occur when the student is eight years of age or older on the Date of Count AND is not being exited from special education (Special Education Exit Reason is reported in the Special Education component or District Exit Status contains a value other than "19" in the Entity Demographics Enrollment component).
- A warning will be generated when either code "06" or "13" is reported in this characteristic and the child is two years of age or younger.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

#### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

#### **Characteristic Tip**

*In order for a student to be counted for special education, he or she must have a disability code. Be careful not to confuse the student's primary disability with classroom placement.*

## **Secondary Disability**

### **Characteristic System Name**

SecondaryDisability

### **Definition**

Additional disability characteristics as identified on the vision or audiological report.

### **Use**

These data are used for NCLB and IDEA reporting.

### **Citation**

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418);  
Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 37: Additional Disability Characteristics

### **Specification**

List of values (choose from list)

Code	Text	Description
22	Legally Blind	Visual acuity of 20/200 or less in the better eye with best correction, a limitation of the field of vision not greater than 20 degrees, or a visual acuity of 20/100 in the better eye with a deteriorating condition.
24	Deaf	Hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

### **Instructions**

- Choose/enter the code that represents the disability being reported.
- Errors will occur when anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- This characteristic may be submitted up to twice per student record (once per code) when the student meets criteria for legal blindness or deafness. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than two.]
- Although the system treats this characteristic as optional, the data must be reported when the student meets the criteria for legal blindness or deafness. Failure to do so will result in inaccurate reporting.

- A warning will be generated when this characteristic is submitted and the Primary Disability characteristic is not reported. Students reported with one or more codes in the Secondary Disability characteristic are generally reported with at least one Primary Disability code.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

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**Characteristic Tip**

*Students who are both legally blind and deaf should be reported with two occurrences of this characteristic; one for each code.*

## **IEP Date**

### **Characteristic System Name**

IEPDate

### **Definition**

The date of the notice/offer of a Free Appropriate Public Education (FAPE) associated with the student's most recent individualized education program (IEP).

When a student moves from one district to another, use the date of the most recent IEP until the new district develops a new IEP (if a new IEP is developed).

Please refer to the MDE [Office of Special Education and Early Intervention Services](#) (OSE/EIS) Web site for further information.

### **Use**

These data are used for NCLB and IDEA reporting. An IEP is required by the U.S. Department of Education.

### **Citation**

Michigan Special Education rule R 340.1721e and the Individuals with Disabilities Education Act (IDEA) regulations at 34 CFR § 300.323

### **SRSD/MSDS Reference**

Field 38: Date of IEP/Placement/Date of Implementation

### **Specification**

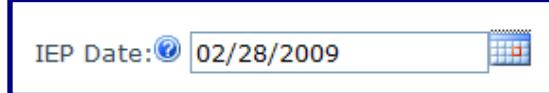
Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<IEPDate>2009-02-28</IEPDate>

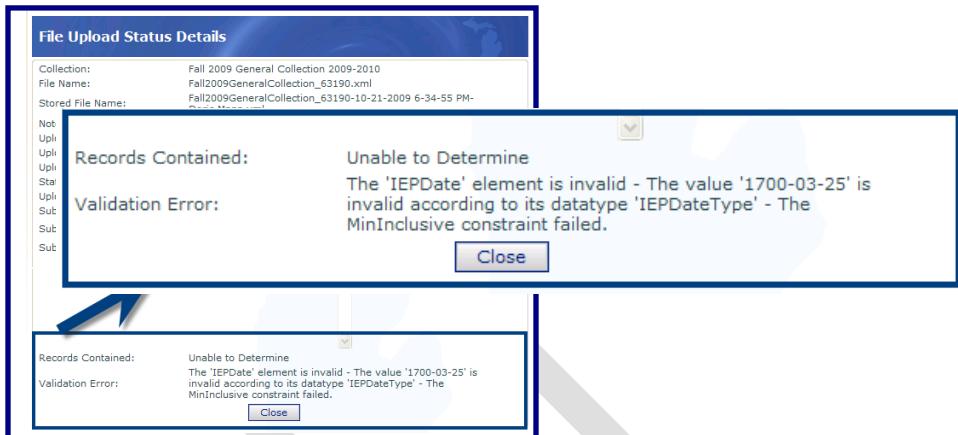
- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



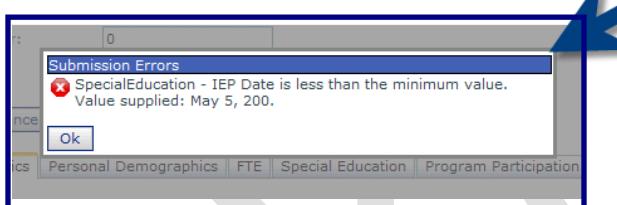
- This characteristic is required when Primary Disability is reported.

- Entering anything other than a date in this characteristic, or entering a date earlier than "1753-01-01" will result in a file-level error and the file will be rejected on upload.

This message will be displayed when uploading a file with an invalid entry.



This message will be displayed when submitting a record online with an invalid entry.



A pop-up window will appear after clicking "submit" when there are data in the record that do not conform to the schema requirements. These errors must be corrected before any other edits can be completed in the record. All records must be error free before the collection may be certified.

- When a student who was actively participating in special education programs or services at the last district attended enrolls in a new school district:
  - After the parent consents and the new district immediately implements the student's current individualized education program [340.1722e(1)(a)], **enter the date of the existing IEP from the prior district.**
  - If the new district immediately places the student in an appropriate program or service, enter the date of the existing IEP from the previous district. **Use the existing IEP date until, and if, a new IEP is developed.**
  - If the parent does not provide consent for placement, the school district implements the student's current individualized education program to the extent possible and an IEP team meeting convenes to develop a new IEP [340.1722e (2)], **enter the date of the existing IEP from the prior district.**
- This characteristic must be reported when the characteristic Primary Disability contains a valid code.

- This characteristic cannot be reported when the characteristic Primary Disability is not included in the record.
- The date reported in this characteristic must occur on or after the student's Date of Birth (Personal Core component). An Error will be generated if the date submitted is before the student's birth date. (IEP Date => Date of Birth)
- The date reported in this characteristic cannot be after the date submitted in the As Of Date characteristic (for ongoing certification collections) or the count date (Collection Certification Date) for single certification collections.
- When the student is reported as exiting the district (District Exit Status does not contain code "19" in the Entity Demographics Enrollment component), a warning will be generated if the date submitted in this characteristic is after the students District Exit Date. (IEP Date > District Exit Date)
- A warning will be generated when the date reported is more than twelve months (one year) prior to the Date of Count. If no Date of Count is included in the record, the IEP Date will be compared to the system date. Dates over one year prior to the system date will also generate a warning message. The IEP must be less than one year old to be in compliance with IDEA requirements.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**

**Office of Special Education and Early Intervention Services**

Darren Warner

517-241-0786

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**Characteristic Tip**

*Check that the characteristic contains one of the following dates, and not the date of entry: IEP date, the date of placement or the date of implementation of a previous IEP.*

## **Support Services**

### **Characteristic System Name**

SupportServices

### **Definition**

Services that provide developmental, corrective and other support as required to assist a child with a disability to benefit from special education (support services include related services).

### **Use**

These data are used for NCLB and IDEA reporting.

### **Citation**

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R340.1701(c)

### **SRSD/MSDS Reference**

Field 43: Support Services

### **Specification**

List of values (choose from list)

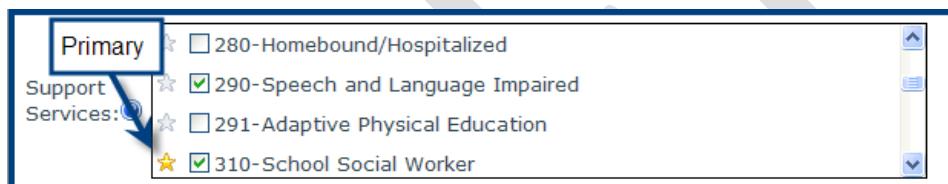
<b>Code</b>	<b>Text</b>	<b>Description</b>
200	Teacher Consultant (T.C.) Autistic Impaired	MARSE R300.1749
210	T.C. Mentally Impaired	MARSE R300.1749
220	T.C. Emotionally Impaired	MARSE R300.1749
230	T.C. Learning Disabled	MARSE R300.1749
240	T.C. Hearing Impaired	MARSE R300.1749
250	T.C. Visually Impaired	MARSE R300.1749
260	T.C. Physically and Otherwise Health Impaired	MARSE R300.1749
280	Homebound/ Hospitalized	MARSE R340.1746
290	Speech and Language Impaired	MARSE R340.1745

<b>Code</b>	<b>Text</b>	<b>Description</b>
291	Adaptive Physical Education	Instruction in physical education to students with disabilities receiving special education programs/services (pupils whose disabilities preclude integration into regular physical education classes).
310	School Social Worker	MARSE R340.1011–R340.1018. To be counted as a special service, the school social work service must be listed as a service on the student's IEP.
320	School Psychologist	MARSE R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student's IEP.
360	Occupational Therapy	Occupational therapy deals with improving, developing or restoring functions impaired or lost through illness, injury or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
370	Physical Therapy	Physical therapy is defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist.
383	Music Therapy	Music therapy activities are provided to students with disabilities receiving special education programs/services by a certified music therapist.
390	Art Therapy	Art therapy activities are provided to students with disabilities receiving special education programs/services by a certified art therapist.
400	Audiological Services	Audiological services are services provided by an audiologist to identify students with hearing loss and provide rehabilitation and counseling concerning hearing loss.
406	Interpreter for the Deaf	Services provided by a qualified interpreter who assists the student with a hearing impairment and school personnel with communication.
410	Recreation Service	Recreation services are the assessment of a student's leisure functioning, providing therapeutic recreation services, participation in a recreation program in a school designed specifically for students with disabilities receiving special education programs/services, or providing leisure education.
440	Special Transportation	Special transportation must be provided in an approved school vehicle in a regular seat, wheelchair or an approved baby seat. This specifically excludes students who need ambulance service, a medical attendant, or other care outside the responsibility of the schools.

<b>Code</b>	<b>Text</b>	<b>Description</b>
450	School Health Services	School health services must be provided by a qualified school nurse or other qualified person. To be counted as a special education service, the school nurse must be working solely with students with disabilities receiving special education programs/services or the service should be indicated in the student's IEP.
460	Rehabilitation Counseling Services	The student receives counseling services provided by a qualified rehabilitation counseling professional. Such services are intended to explore the effect of the student's disability on employment and other post-school activities, which include vocational programs funded by Michigan Rehabilitation Services or the Michigan Commission for the Blind.
470	Orientation and Mobility Services	Orientation and mobility instruction for the visually impaired must be provided by an approved orientation and mobility instructor.
480	Worksite-Based Learning	Worksite-based learning means transition services, such as on-the-job training, related counseling and follow-up services. A written agreement plan is required as specified in MARSE R340.1733 (i).
490	Community Training/ Vocational Education (General Education)	Students with disabilities receiving special education programs/services who also receive vocational training in a community setting or individual vocational training program at a worksite with non-disabled peers.
491	Special Needs (Adapted Vocational Ed.)	Alteration of a vocational education program is being provided by general education to accommodate different needs of a student with disabilities receiving special education programs/services.
492	Individual Vocational Education	Training programs designed to fit the special interests of a student with disabilities receiving special education programs/services that are generally not available in a general-education vocational program.
493	Community Training/ Vocational Education (Special Education)	Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site primarily with peers with disabilities receiving special education programs/services.

## Instructions

- Choose/enter the code that represents the service being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic may be submitted up to five times within the Special Education component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than five.] If a student receives more than five of the listed services, specify the five that occur most frequently.
- Report the primary related service code first, followed by any additional services the student receives. (Online entry: click on the star to identify the primary program code)



Primary	<input type="checkbox"/> 280-Homebound/Hospitalized
Support Services:	<input checked="" type="checkbox"/> 290-Speech and Language Impaired
	<input type="checkbox"/> 291-Adaptive Physical Education
	<input checked="" type="checkbox"/> 310-School Social Worker

- When the Special Education component is reported with a code in Primary Disability and the characteristic Program Service Code is not included, Support Services must be reported with at least one valid code.
- When the record does not include Primary Disability, this characteristic must not be submitted.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless required by another business rule.

## State Of Michigan Contact

**Michigan Department of Education**  
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Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

## Characteristic Tip

*To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP.*

## **Program Service Code**

### **Characteristic System Name**

ProgramServiceCode

### **Definition**

The IEP-designated program(s) in which the student is participating. This is not to be confused with the student's type of disability. The student's program assignment is not required to match his/her impairment. (i.e., a student does **not** have to be diagnosed as early childhood developmentally delayed to participate in an early childhood special education program.)

### **Use**

This characteristic reports services used in calculating a student's special education FTE and must have a value for a district to receive state special education reimbursement.

**NOTE: The primary program must be reported first. The first reported program becomes the program assignment for State Aid membership.**

### **Citation**

Michigan Administrative Rules for Special Education R340.1740-R340.1758; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418

### **SRSD/MSDS Reference**

Field 42: Program Service Code

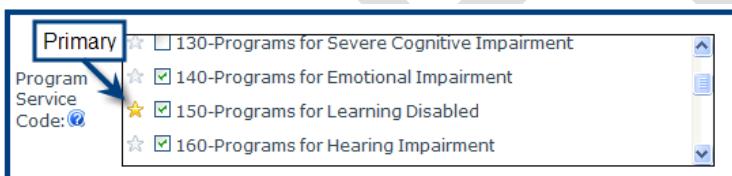
### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
110	Programs for Mild Cognitive Impairment	MARSE R340.1740
120	Programs for Moderate Cognitive Impairment	MARSE R340.1739
130	Programs for Severe Cognitive Impairment	MARSE R340.1738
140	Programs for Emotional Impairment	MARSE R340.1741
150	Programs for Specific Learning Disabilities	MARSE R340.1747
160	Programs for Hearing Impairment	MARSE R340.1742
170	Programs for Visual Impairment	MARSE R340.1743
180	Programs for Physical or Other Health Impairment	MARSE R340.1744
190	Programs for Severe Multiple Impairments	MARSE R340.1748
191	Early Childhood Special Education (Classroom) Program	MARSE R340.1754
192	Programs for Severe Language Impairment	MARSE R340.1756
193	Programs for Autism Spectrum Disorder	MARSE R340.1758
194	Elementary or Secondary-Level Resource Program	MARSE R340.1749(a)(b)
270	Early Childhood Special Education Services	MARSE R340.1755

## Instructions

- Choose/enter the code that represents special education program being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- At least one valid code must be reported in this characteristic when the Special Education component is submitted. Up to three occurrences may be reported when the student participates in multiple programs. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than three occurrences.]
- Report the primary program code first, followed by any additional program codes in which the student is participating. (Online entry: click on the star to identify the primary program code)



**The identified primary program becomes the program assignment for State Aid membership.**

- At least one occurrence of this characteristic must be reported when the student record identifies the student as participating in special education programs (a code is submitted in the characteristic Primary Disability) and value of the special education FTE reported is greater than zero (Section 52 FTE or Section 53 FTE > 0.00 in the General Ed FTE) are reported. An error will be generated if no valid code is submitted.
- At least one occurrence of this code must be reported in this characteristic when the student record identifies the student a resident of a Section 24 juvenile detention facility (code "09" in the Student Residency characteristic within the Entity Demographics component) and Section 52 FTE contains a value greater than zero are reported. An error will be generated if no valid code is submitted.
- An error will occur if codes "191" or "270" are reported in this characteristic, and the student is 8 years of age or older on the Date of Count (or system date if Date of Count is not reported in the Entity Demographics Membership component), and the student is not being exited from special education (a valid code is reported in the Special Education Exit Reason within the Special Education component OR the District Exit Status characteristic in the Entity Demographics Enrollment component does not contain "19").

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

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517-241-0786  
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**Characteristic Tip**

*Be careful not to enter the type of disability rather than the IEP-designated program for the student. A student does not have to have an impairment that matches the program assignment.*

DRAFT

## Primary Educational Setting

### Characteristic System Name

PrimaryEducationalSetting

### Definition

The location or facility type where the student participates in special education programs or services. Codes are categorized by student age.

### Use

Primary Educational Setting is utilized to report on the least restrictive environment (LRE) settings for children and youth participating in special education. Time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE in the General Ed FTE).

### Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418).

### SRSD/MSDS Reference

Field 44: Primary Educational Setting

### Specification

List of values (choose from list)

**Preferred codes for children from birth through 2 years of age as of the first Wednesday in October (legislated fall pupil membership count date) ~~the third Wednesday in November~~ of the current school year.**

Code	Text	Description
31	Home (birth-2 years of age)	Early intervention services are provided in the principal residence of the child's family or caregiver(s).
38	Other Setting	Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.
41	Community-Based Setting	Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child-care centers (including family day-care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants and community centers (e.g., YMCA, Boys and Girls Clubs).

**Preferred codes for children ages 3 through 5 years as of the first Wednesday in October (legislated fall pupil membership count date) the third Wednesday in November of the current school year.**

**Early Childhood Program (ages 3-5).** Children who participate fully or part-time in early childhood educational programs (including kindergarten) designed primarily for children without disabilities. Children may attend part of their program day in special education programs and services. Early childhood programs include:

- Regular kindergarten classes;
- Public school preschool/pre-kindergarten programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, Title I preschool programs, community education preschool programs);
- Private preschool programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, programs offered by private and faith-based providers);
- Programs offered in child-care facilities, including both centers and family child-care and group family child-care homes.

Code	Text	Description
48	<del>Early Childhood Program for Typically Developing Peers 80 Percent or More of Program Week</del>	<del>The child is enrolled in an early childhood program and spends part of his/her program week receiving special education and related services outside of an early childhood program. For example: If the child attends a regular early childhood program six (6) hours a week and receives one (1) additional hour of special education and related services at home, with an additional half hour of special education and related services at a service provider location, report the child in the regular early childhood program at least 80 percent of the time (<math>6 : 7.5 = 0.8 \times 100 = 80\%</math>).</del>
49	<del>Early Childhood Program for Typically Developing Peers Between 40 Percent and 79 Percent of Program Week</del>	<del>The child spends less than 80 percent but at least 40 percent of his/her program week inside of an early childhood program, and spends the other part of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early childhood program for six (6) hours a week, and is pulled out of that environment for two (2) hours each week to receive speech instruction, time in the regular early childhood program is between 40 percent and 79 percent (<math>4 : 6 = 0.67 \times 100 = 67\%</math>).</del>

Code	Text	Description
20	<b>Early Childhood Program for Typically Developing Peers Less Than 40 Percent of Program Week</b>	<p>The child spends less than 40 percent of his/her program week inside of an early childhood program, and spends the remainder of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early childhood program for eight (8) hours a week, and is pulled out of that environment for six (6) hours each week to receive special education and related services, report the child in the regular early childhood program less than 40 percent of his/her program week (<math>2 : 8 = 0.25 \times 100 = 25\%</math>).</p>
22	Early Childhood Special Education Program	<p>The student receives his/her special education and related services in an educational program designed primarily for children with disabilities housed in regular school buildings or other community based settings. The student does not participate in early childhood education programs designed primarily for non-disabled students. A special education program includes, but is not limited to, special education and related services provided in:</p> <ul style="list-style-type: none"> <li>• Special education classrooms in regular school buildings;</li> <li>• Special education classrooms in child-care facilities, hospital facilities on an outpatient basis, or other community-based settings; or</li> <li>• Special education classrooms in trailers or portables outside regular school buildings.</li> </ul> <p>Do not include children who also attended a regular early childhood program.</p>
23	Home (ages 3-5 years)	<p>The student receives his/her special education and related services in the principal residence of the child's families or caregivers.</p>
25	Residential Facility	<p>The student receives his/her special education and related services in a publicly or privately operated residential school or residential medical facility on an inpatient basis. Do not include children who also attended a regular early childhood program.</p>

<b>Code</b>	<b>Text</b>	<b>Description</b>
26	Separate School	The student receives his/her special education and related services in an educational program located in a public or private day school designed specifically for children with disabilities. Do not include children who also attended a regular early childhood program.
27	Service Provider Location	The student receives his/her special education and related services from service providers, and does not attend early childhood programs or special education programs provided in separate classes, separate schools or residential facilities. For example, a child receiving speech instruction provided in: <ul style="list-style-type: none"> <li>• private clinician's office;</li> <li>• clinician's office located in school buildings;</li> <li>• hospital facilities on an outpatient basis; and</li> <li>• libraries or other public locations.</li> </ul> Do not include children who also received special education programs/services at home. Children who received special education programs/services both in service provider locations and at home should be reported in the home category.
<u>46</u>	<u>Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)</u>	<u>The child attends a program for typically developing children for ten (10) or more hours per week, and receives the majority of his/her special education services in the same location where general programming occurs.</u>
<u>47</u>	<u>Regular EC program at least 10 hrs/wk, majority of SE hrs. in other location (A2)</u>	<u>The child attends a program for typically developing children for ten (10) or more hours per week, and receives the majority of his/her special education services in a different location from where general programming occurs.</u>
<u>48</u>	<u>Regular EC program less than 10 hrs/wk, majority of SE hrs. in EC program (B1)</u>	<u>The child attends a program for typically developing children for less than ten (10) hours per week, and receives the majority of his/her special education services in the same location where general programming occurs.</u>
<u>49</u>	<u>Regular EC program less than 10 hrs/wk, majority of SE hrs. in other location (B2)</u>	<u>The child attends a program for typically developing children for less than ten (10) hours per week, and receives the majority of his/her special education services in a different location from where general programming occurs.</u>

**Codes for children at least 6 years of age as of the first Wednesday in October (legislated fall pupil membership count date) ~~the third Wednesday in November~~ of the current school year.**

Code	Text	Description
<b>For codes 02, 03, 05, 06, and 07 placement is outside the general education building:</b>		
02	Public or Private Special Education School Building at Public Expense	<p>The student receives his/her special education and related services at least 50 percent of the time at a public or private school building in which ONLY students with disabilities receiving special education programs/services are educated. This includes:</p> <ul style="list-style-type: none"> <li>• Attendance in public or private day schools for students with disabilities receiving special education programs/services; or</li> <li>• Attendance in public or private day schools for students with disabilities receiving special education programs/services for a portion of the school day (at least 50 percent) and in regular school buildings for the remainder of the school day.</li> </ul>
03	Public or Private Residential Facility at Public Expense	<p>The student lives in public or private residential facilities during the school week. <b>The student receives his/her special education and related services at the residential facilities.</b> This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. <b>Do not use this code if:</b></p> <ul style="list-style-type: none"> <li>• The student is educated off grounds from the residential facility. Use the appropriate code from this list.</li> <li>• The student is educated at the residential facility but lives off grounds. Use code 02, "Public or Private Special Education School Building".</li> </ul>
05	Correctional Facility	<p>The student receives special education programs or services in a correctional facility. Including:</p> <ul style="list-style-type: none"> <li>• Juvenile detention facilities (community-based, community jail or residential), or</li> <li>• Correctional facilities.</li> </ul>

<b>Code</b>	<b>Text</b>	<b>Description</b>
06	Homebound/ Hospitalized	The student receives special education and related services at home or in hospital facilities because of illness. (NOTE: Use code "23" if the child is a preschool student receiving special education services at home.)
07	Parentally Placed in Private School or Home school at Private/Parent Expense	The student is enrolled by his/her parents or guardian in a regular parochial or other private school, whose basic education is paid for through private resources and who receives special education and related services at public expense from an LEA or ISD. Include children whose parents choose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.
<b>For codes 11–13, placement is within the general education building:</b>		
11	Inside the general education classroom 80 percent or more of the school day.	The student remains in the general education setting for greater than or equal to 80 percent of the school day.
12	Inside the general education classroom between 40 percent and 79 percent of the school day.	The student remains in the general education setting for less than 80 percent of the school day and greater than or equal to 40 percent of the school day.
13	Inside the general education classroom less than 40 percent of the school day.	The student remains in the general education setting for less than 40 percent of the school day.

## Instructions

- Choose/enter the code that best represents the primary setting in which the student participates in special education programs or services.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- When reported as part of the Fall General Collection Special Education Child Count Collection (3WiN), this characteristic is required. An error will be generated if no valid code is submitted.
- An error will occur when this characteristic is submitted and Primary Disability is not reported.

- An error will occur when this characteristic is submitted and the student record does not identify the student as participating in special education programs/services (does not contain a code in Primary Disability).
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.
- **Errors will occur for the following when the data are submitted in the Fall General Collection. For all other collections,** warnings are generated if this characteristic is submitted with:
  - code "31", "38", or "41" and the student is not 2 years of age or younger as of the first Wednesday in October ~~the third Wednesday in November~~ of the current school year; or
  - code "18", "19", "20", "23", "25", "26", "27", or "46", "47", "48" or "49" and the student is not 3, 4, or 5 years of age as of the first Wednesday in October ~~the third Wednesday in November~~ of the current school year; or
  - code "02", "03", "05", "06", "07", "11", "12", or "13" and the student is not at least 6 years of age as of the first Wednesday in October ~~the third Wednesday in November~~, but less than 26 years of age as of September 1 of the current school year.
- When submitted as part of the Fall General Collection and a student is reported with Student Residency code "09" and the student is at least 6 years of age on the count date but was not yet 26 years of age on September 1 of the current school year, an error will occur if this characteristic does not contain "05". For all other collections, this will generate a warning.
- When submitted as part of the Fall General Collection and a student is reported with Student Residency code "04", "07", "08" or "15" and the student is at least 6 years of age on the count date but was not yet 26 years of age on September 1 of the current school year, an error will occur if this characteristic does not contain "07". For all other collections, this will generate a warning.
- For calculation purposes, time spent within the general education classroom also includes general/special education team-teaching arrangements, or time in which special education staff comes into the general education classroom to provide services. The time may be different from the time reflected in special education membership (Section 52 FTE or Section 53 FTE in the General Ed FTE).

**Guidance for students from birth through 2 years of age, as of first Wednesday in October ~~the third Wednesday in November~~ of the current school year.**

- If early intervention services are only delivered to family members (i.e., no services are delivered to the child), report the child in the "other" setting category (code 38).
- If all of the services a child receives were delivered in the same setting then that setting is the primary setting. For example: if the child will receive one (1) hour of physical therapy services in his/her home each week and that is the only early

intervention service the child receives as of the current child count date, then the home is the primary setting.

- If a child receives services in more than one setting, report the child in the setting in which he or she receives the most hours of early intervention services. For example: a toddler who receives one (1) hour of service a month in the home and four (4) hours of service a month in a preschool should be reported in the category 41: "Community-Based Setting."
- If the amount of time a child spends is the same for two or more settings (e.g., the child receives an equal number of hours of service in two or more settings and the child does not receive a higher number of hours of early intervention service in a different setting), report the primary setting based on the following decision rules:
  - If the child receives an equal number of hours of service in the home and one or more other settings, report the child in the home setting.
  - If the child receives an equal number of hours of service in a community-based setting and one or more other settings (other than in the home setting), report the child in the community-based setting.

### **State Of Michigan Contact**

Questions about children **birth through 2 years of age**, should be directed to:

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Vanessa Winborne  
517-335-4865  
[WinborneV@michigan.gov](mailto:WinborneV@michigan.gov)

Questions about children **3 through 5 years of age**, should be directed to:

**Michigan Department of Education**  
**Office of Early Childhood Education and Family Services**  
517-373-8483.

Questions about students **6 to 26 years of age** should be directed to:

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

### **Characteristic Tip**

*When a student receives special education programs or services in multiple settings, report the setting in which the student spends the most time. Remember, time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE reported in the Special Education component and in the General Ed FTE reported in the General Education FTE).*

## **Special Education Exit Reason**

### **Characteristic System Name**

SpecEdExitReason

### **Definition**

The reason the student is no longer participating in special education programs or services.

### **Use**

These data are used for tracking and for NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 618)

### **SRSD/MSDS Reference**

Field 45: Special Education Exit/Completion Reason

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
30	IEP team determined student is no longer eligible for special education programs or services	The student is exited from special education programs or services after evaluation by the IEP team concludes that s/he has met all of the goals of the IEP, or no longer meets the criteria to be eligible for special education programs or services.
31	Parent revoked consent for student to receive special education programs or services	The student is exited from special education programs or services because his/her parent or guardian revokes his/her consent for the student to participate in special education programs or services.

### **Instructions**

- Choose/enter the code that represents exit reason being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic may not be submitted more than once within the Special Education component.

- An error will occur when this characteristic is submitted and the student record does not identify the student as participating in special education programs/services (does not contain a code in Primary Disability).
- When this characteristic is reported, a valid date must also be reported in the Special Education Exit Date characteristic.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

**Characteristic Tip**

*Students who exit the district (District Exit Status does not contain code "19" in the Enrollment component) may or may not have data submitted in the Special Education Exit Reason characteristic.*

## **Special Education Exit Date**

### **Characteristic System Name**

SpecEdExitDate

### **Definition**

The month, day, and year of the first day after the date a student last participated in special education programs or services because of the reason reported in Special Education Exit Reason.

### **Use**

These data are used for tracking and for NCLB and IDEA reporting.

### **Citation**

School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418; Perkins IV (P.L. 109-270)

### **SRSD/MSDS Reference**

Field 46: Special Education Date Exited or Completed

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

```
<SpecEdExitReason>2009-02-28</SpecEdExitReason>
```
  - The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



Spec Ed  
Exit Date:  

- Entering anything other than a date in this characteristic will result in the file-level error and the file will be rejected on upload.
- The date reported in this characteristic must be the equal to or after the District Enrollment Date for the submitted operating district. (Special Education Exit Date => District Enrollment Date)

- When this characteristic is reported and the student is reported as exiting the district (District Exit Status does not contain code "19" in the Enrollment Entity Demographics component), the date reported in Special Education Exit Date must be before or equal to the District Exit Date. (Special Education Exit Date <= District Exit Date)
- This characteristic is required when Special Education Exit Reason is reported.
- An error will be generated if this characteristic is reported and Special Education Exit Reason is not included in the Special Education component.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

#### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

#### **Characteristic Tip**

*Report the Special Education Exit Date when the student no longer participates in special education programs or services because of an IEP or parental decision (see Special Education Exit Reason).*

## **Placed by Another District IEP**

### **Characteristic System Name**

PlacedByAnotherDistIEP

### **Definition**

Indicate when the student, as stipulated in his/her current IEP, participates in a center program, a cooperative-agreement program designed specifically for special education students or a cross-district special education program. The program must serve both in-district and out-of-district students. (i.e., students placed in classrooms for those with mild cognitive impairments, or pre-school children participating in early childhood special education programs). The decision to place the out-of-district student in this program was determined by the student's resident district IEP team in cooperation with the operating district. This **does not apply** to students who moved into the district or who come into a school district by school-of-choice programs.

A program is a center program as defined in Section 6(1) of the [State School Aid Act](#) Sec. 6. (1) "Center program" means a program operated by a district or intermediate school district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairments. Programs for pupils with emotional impairments housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an intermediate school district or shall serve several districts with less than 50 percent of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in non-center programs to comply with least restrictive environment provisions of section 612 or part B of the Individuals with Disabilities Education Act.

Or

A "Cooperative Agreement Program" involves a written voluntary agreement between and among districts to provide certain educational programs for pupils in certain groups of districts. The written agreement shall be approved by all affected districts at least annually and must specify the educational programs to be provided and the estimated number of pupils from each district who will participate in the educational programs. Ideally, the agreement should specify the program type, the class schedule for each district's pupils, the cost of participating in the program, and the means of transportation to the class. A pupil enrolled in a cooperative agreement program may be counted in membership in the pupil's district of residence with the written approval of all parties to the cooperative agreement.

## Use

These data are used for NCLB and IDEA reporting.

## Citation

Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(5). IDEA Fed. Regs. §§ 300.115(a), (b)(1)(2) and 300.116(a) through (e)

## SRSD/MSDS Reference

Field 50: Placement in District by Another District IEP

## Specification

Boolean (true, false, 1, 0) (XML)  
o Yes/No (online entry)

## Instructions

- Choose/enter the selection that represents the student's status for being placed in the special education program or service by an IEP from a district other than the reported Operating District.

The online Special Education component would look like the screenshots below.

The screenshot shows a software interface for managing student data. At the top, there are tabs for Entity Demographics, Personal Demographics, FTE, Program Participation, Special Education (which is currently selected), and Attendance. Below the tabs, there are several input fields and dropdown menus. One prominent dropdown menu is labeled 'Placed By Another Dist IEP' and contains the options 'Yes' and 'No'. The 'Yes' option is highlighted with a blue box and a large black arrow pointing towards it from the bottom left. Other visible fields include 'Primary Disability' (set to '08-Visual Impairment'), 'Secondary Disability' (with '22-Legally Blind' checked), 'IEP Date' (set to '02/03/2008'), 'Support Services' (with '200-Teacher' checked), 'Program Service Code' (with '170-Programs for Visual Impairment' checked), and 'Placed By Another Dist IEP' (with 'Yes' selected).

The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
    <PrimaryDisability>08</PrimaryDisability>
    <SecondaryDisability>22</SecondaryDisability>
    <IEPDate>2008-02-03</IEPDate>
    <SupportServices>200</SupportServices>
    <ProgramServiceCode>170</ProgramServiceCode>
    <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
    <PlacedByAnotherDistIEP>true</PlacedByAnotherDistIEP>
</SpecialEducation>
```

- This characteristic must not be reported when the Primary Disability characteristic is not included in the record.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")

#### **State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Darren Warner  
517-241-0786  
[WarnerD@michigan.gov](mailto:WarnerD@michigan.gov)

#### **Characteristic Tip**

*The placement of an out-of-district student was an IEP placement decision by the resident district in cooperation with the operating district. This field does not apply to students who moved into the district or who come into a school district by school-of-choice programs.*

## **Section 52 FTE (Special Education)**

### **Characteristic System Name**

Section52FTE

### **Definition**

The full-time equivalency (FTE) for which the student is eligible for special education programs or services provided only to students with disabilities who do not qualify for Section 53 membership. (See Section 53 FTE for more information)

For more detailed FTE information, please refer to the [Michigan Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

### **Use**

MDE and CEPI use these data for state aid foundation payments, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1651a, 388.1652, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a

### **SRSD/MSDS Reference**

Field 40: FTE in Section 52 (Membership)

### **Specification**

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

### **Instructions**

- Enter the full-time equivalency (FTE) for which the student is eligible for special education instructional and/or support services in grades K–12. Do not include adult education participants.
- If Section 53 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 52 FTE = > 0.00 and = < 1.00). Do not submit a negative value.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE <= 1.00).

- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component.
- When the reported in this characteristic is greater than zero (0.00), then:
  - You must not report code "20" (Adult Education) in the Grade Or Setting characteristic, AND the record must meet at least one of the following criteria:
    - The Student Residency characteristic must contain code "09"; or
    - The Primary Disability characteristic must contain a valid code.
  - If you submit the Attendance component with this record, the Days Attended characteristic must contain a value greater than zero or the characteristic Ten 30 Day Rule must contain the code "Yes".
  - The student must be younger than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
  - If you submit the characteristic Special Education Exit Date, the exit date must be after the legislated count date **for the collection in which you are reporting**.
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 52 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 52 FTE = 0.00)
  - If the code reported in District Exit Status is not "19".
  - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the characteristic Grade Or Setting contains code "30".
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**  
**Office of Special Education and Early Intervention Services**  
Dianne Easterling  
517-335-0459  
[EasterlingD@michigan.gov](mailto:EasterlingD@michigan.gov)

**Characteristic Tip**

*If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.*

DRAFT

## **Section 53 FTE (Special Education)**

### **Characteristic System Name**

Section53FTE

### **Definition**

The full-time equivalency (FTE) for which the student is eligible for special education programs or services, provided only to students with disabilities who qualify for Section 53 membership.

Section 53 membership criteria:

- (a) A pupil assigned to a district or intermediate school district through the community placement program of the court or state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.
- (b) Pupils who are residents of institutions operated by the Department of Community Health.
- (c) Pupils who are former residents of Department of Community Health institutions for the developmentally disabled and are placed in community settings other than the pupils' homes.
- (d) Pupils enrolled in a Department-approved, on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child-care institution, if the child-care institution offered in 1991-92 is an on-grounds educational program longer than 180 days but not longer than 233 days.
- (e) A pupil placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

For more detailed FTE information, please refer to the [Michigan Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

### **Use**

MDE and CEPI use these data for grant compliance, tracking and for federal and state reporting requirements.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1651a, 388.1652, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a

### **SRSD/MSDS Reference**

Field 41: FTE in Section 53 (Membership)

## **Specification**

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

## **Instructions**

- Enter the full-time equivalency (FTE) for which the student is eligible for special education instructional and/or support services in grades K–12. Do not include adult education participants.
- If Section 52 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics component.
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 53 FTE = > 0.00 and = < 1.00). Do not submit negative values.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE <= 1.00).
- When the reported value in this characteristic is greater than zero (0.00), then:
  - The record must include a valid code in the Primary Disability characteristic in the Special Education component.
  - If you submit the Attendance component with this record, the Days Attended characteristic must contain a value greater than zero or the characteristic Ten 30 Day Rule must contain the code "Yes".
  - The student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
  - The code submitted in Grade Or Setting must not be "20" (Adult Education).
  - If you submit the characteristic Special Education Exit Date, the exit date must be after the legislated count date.
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the characteristic Primary Disability is not reported.
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 53 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 53 FTE = 0.00)

- If the code reported in District Exit Status is not "19".
- If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the characteristic Grade Or Setting contains code "30".
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave the characteristic blank when you enter it through the online form. The default value for online entry is "0.00".

**State Of Michigan Contact**

**Michigan Department of Education**

**Office of Special Education and Early Intervention Services**

Dianne Easterling

517-335-0459

[EasterlingD@michigan.gov](mailto:EasterlingD@michigan.gov)

**Characteristic Tip**

*If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE component as well as in the General Education FTE component.*

## **NEW Student Course Component**

### **Coming Soon!**

The Teacher Student Data Link Collection through which these data are collected is currently being reviewed for possible updates. We will publish the Student Courses component and characteristic information as soon as the rules have been finalized.

DRAFT

## Student Record Maintenance (SRM) Component

The Student Record Maintenance component is used to identify in which time period the data reported in the student record is effective. This allows historical data for the student to be updated or for future changes (within the current school or program year) to be reported.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
As of Date	Date	1	Required	No	1

### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

#### When Is This Component Required?

This component must be submitted as part of the Early Childhood or Student Record Maintenance Collections, (including records submitted through SRM that include the Migrant Curriculum component).

#### What Date Should Be Used For The "As of Date"?

The "As of Date" submitted in a SRM record is similar to the "Date of Count" submitted in a General Collection record. In most cases, this date will be the date on which the change occurred. When submitting multiple changes, use the most recent date. -The "As of Date" must fall within the student's period of enrollment. Therefore, if you are reporting a student exit, the "As of Date" must be the same as the exit date. The date submitted must also be on or after the count date of the previous collection and prior to the count date of the next General Collection.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **As of Date**

### **Characteristic System Name**

AsOfDate

### **Definition**

The month, day, and year that the data reported in the student record became or will become effective.

### **Use**

These data are used to record the time period for which data are being reported.

### **Citation**

These data are necessary for historical reference and longitudinal data analysis.

### **SRSD/MSDS Reference**

None

### **Specification**

Date (only); CCYY-MM-DD

### **Instructions**

- The date reported must follow standard date format:
  - XML format is CCYY-MM-DD. Sample:

<AsOfDate>2010-03-15</AsOfDate>

- The recommended format for entering a date online is MM-DD-CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

*As Of Date: 	<input type="text" value="03/15/2010"/> 
--	---

- Entering anything other than a date in this characteristic will result in the file-level error and the file will be rejected on upload.
- The date reported must be equal to or after the student's date of birth.
- This characteristic is required when the Student Record Maintenance component is submitted.
- The As of Date must fall within the student's period of enrollment. (Exit Date >= As of Date =< Enrollment Date)

- The As of Date must be on or after the count date of the last General Collection and before the count date of the next General Collection. (Previous count date = < As of Date < next count date)

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPi customer support for assistance.

#### **Characteristic Tip**

*The As of Date may be a past or future date, but must be within the period of enrollment for the student in the educating entity and within the current school year.*

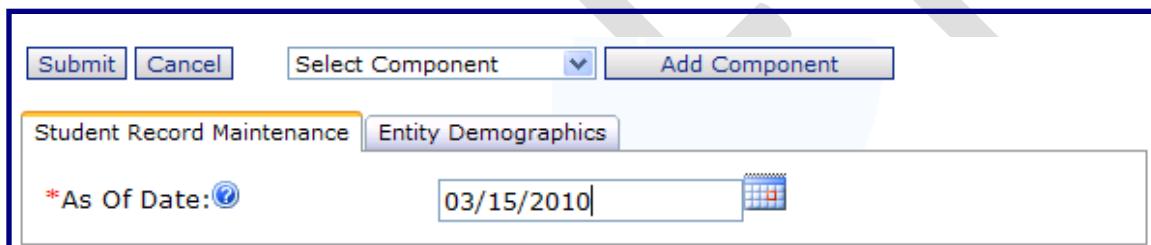
DRAFT

## Submitting Entity Component

The Submitting Entity component is used to identify the entity that is responsible for the data being reported. If the data are submitted in a collection that requires certification, this is the entity that is responsible for the data certification.

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity Type Code	List of Values	1	Required	No	1
Submitting Entity Code	Text	2	Required	No	1



### Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### When Is This Component Required?

This component is required on all student records in every collection. The collection staging area to which the record belongs is identified by the submitting entity.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## Submitting Entity Type Code

### Characteristic System Name

SubmittingEntityTypeCode

### Definition

This code is used by the system to identify which type of entity code will be reported in the Submitting Entity Code characteristic.

### Use

Entity codes in EEM are unique within type categories. This characteristic identifies which category the system uses for validation of the submitting entity and to confirm user entity permissions.

### Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### SRSD/MSDS Reference

None

### Specification

List of values (choose from list)

Code	Text	Description
A	Agreement Number	The agreement number (formerly referred to as the recipient code) is a nine-digit code assigned by MEGS and the Grants Coordination and School Support Office of the Michigan Department of Education. This code is used when the submitting entity does not have a five-digit entity code.
B	Building	The submitting entity is a five-digit code assigned to a school building or facility within a district.
D	District	The submitting entity is a five-digit code assigned to a district.

### Instructions

- Choose/enter the code that represents the entity type for the submitting entity.
- Errors will occur when anything other than one of the codes listed are submitted in this characteristic.
- This characteristic must be reported when the Submitting Entity component is submitted.
- If the Submitting Entity component is submitted through a General Collection (Fall, Spring or EOY), Student Record Maintenance Collection or Teacher Student Data

[Link Collection](#) ~~Special Education Child Count Collection (3WiN)~~, this characteristic must contain code "D".

- If the Submitting Entity component is submitted through an Early Roster Collection, this characteristic must contain code "B" or "D".
- If the Submitting Entity component is submitted through a Request for UIC or Early Childhood Collection, this characteristic may contain any valid code.

#### **State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

#### **Characteristic Tip**

*When the submitting entity has both an agreement number and a district code, report the district code with the record.*

## **Submitting Entity Code**

### **Characteristic System Name**

SubmittingEntityCode

### **Definition**

The state-assigned, five- or nine-digit code from EEM of the entity responsible for the certification (if applicable) of the collection. Generally this is the entity receiving funding. It may or may not be the entity that is directly providing education services to the student.

The Educational Entity Master can be found at: <http://cepi.state.mi.us/eem>.

### **Use**

These data are used for tracking and reporting purposes.

### **Citation**

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

### **SRSD/MSDS Reference**

None

### **Specification**

Numeric Text (can have leading zeros); Format: NNNNN or NNNNNNNNNN

- Minimum length: 5
- Maximum length: 9

### **Instructions**

- Enter the five-digit or nine-character EEM code that represents the entity responsible for the data being reported.
- The code must be a valid code in EEM. If the code submitted in Submitting Entity Type Code is:
  - "A", then the code reported in this characteristic must be a valid agreement number (nine-character).
  - "B", then the code reported in this characteristic must be a valid building-level code (five-digit).
  - "D", then the code reported in this characteristic must be a valid district-level code (five-digit; LEA, PSA, ISD or Non-Public district)
- This characteristic is required when the Submitting Entity component is submitted.

**State Of Michigan Contact**

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

**Characteristic Tip**

*When the submitting entity has both an agreement number and a district code, report the district code with the record.*

DRAFT

## Title I TAS Component

The Title I TAS component is used to collect data for students who participate in one or more instructional service(s) provided in whole or in part with Title I funds as part of a Targeted Assistance Schools program. NOTE: Student participation in Title I Schoolwide programs (SWP) are collected via the Michigan Electronic Grants System (MEGS).

### Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
TAS Instructional Services	List of Values	1	Conditional	Yes	Unbounded (1 per code)*
TAS Support Services	List of Values	2	Conditional	Yes	Unbounded (1 per code)*

\*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

Submit Cancel Select Component Add Component

Entity Demographics Personal Demographics Program Participation **Title I TAS**

**TAS Instructional Services:**

- 6011-Reading/Language Arts
- 6012-English (ESL) for LEP Students
- 6013- Mathematics
- 6014-Science

**TAS Support Services:**

- 6021-Supporting Guidance/Counseling
- 6022-Social Work, Outreach/Advocacy
- 6023-Prevention Education
- 6024-Health

## **Component Validation Rules**

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

### **When Is This Component Required?**

This component is required for a student who receives instructional or support services provided in whole or in part with Title I funds as part of a Targeted Assistance School program. This component may be submitted through a General (Fall, Spring or EOY) or Student Record Maintenance Collection.

### **Program Participation Dependency**

The Title I TAS component is conditionally dependent upon the Program Participation component. It is required when the submitted record includes the Title I TAS program code "6010" in the Program Eligibility Participation characteristic. A record-level error will be generated if the Title I TAS component is missing.

The Title I TAS component may not be submitted when the Program Eligibility Participation characteristic does not contain code "6010". The Program Eligibility Participation characteristic must be reported with code "6010" when this component is reported. Record-level errors will be generated if this dependency is not met.

## **Characteristic Details**

The following section contains the definitions and business rules for each characteristic included in this component.

## **TAS Instructional Services**

### **Characteristic System Name**

TASInstructionServices

### **Definition**

The Title I instructional service(s) received by the student in a Targeted Assistance Schools program. Include only those instructional services provided in whole or in part with Title I funds. Schoolwide programs (SWP) are collected via Michigan Electronic Grants System (MEGS).

### **Use**

These data are used for NCLB Title I reporting.

### **Citation**

NCLB, 20 USC 6315

### **SRSD/MSDS Reference**

Field 91: TAS Instructional Services

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
6011	Reading/Language Arts	Supplemental instruction provided to the student in reading or language arts and funded by Title I.
6012	English (ESL) for LEP Students	Supplemental instruction provided to an English-language learner (ESL, LEP) to improve his/her English-language skills and funded by Title I.
6013	Mathematics	Supplemental instruction provided to the student in mathematics and funded by Title I.
6014	Science	Supplemental instruction provided to the student in science and funded by Title I.
6015	Social Studies	Supplemental instruction provided to the student in social studies and funded by Title I.
6016	Vocational/Career	Supplemental instruction provided to the student in vocational or career development and funded by Title I.
6017	Other	Supplemental instruction provided to the student in an academic area not covered by another category and funded by Title I.

### **Instructions**

- Choose/enter the code that represents the instructional program in which the student participates or participated.
- Errors will occur when anything other than one of the codes listed is submitted in this characteristic.

- This characteristic must be reported when the Title I TAS component is submitted and at least one occurrence of the characteristic TAS Support Services is not included.
- If the Title I TAS component is submitted and at least one occurrence of this characteristic is not included, a warning will occur.
- This characteristic may be submitted up to seven times (one per code) within the Title I TAS component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when part of a required collection.

**State Of Michigan Contact**

**Michigan Department of Education**

**Office of Field Services**

Jane Jacobs

517-373-4004

[JacobsJ@michigan.gov](mailto:JacobsJ@michigan.gov)

## **TAS Support Services**

### **Characteristic System Name**

TASSupportServices

### **Definition**

The Title I support service(s) received by the student in a Targeted Assistance Schools program. Include only those support services provided in whole or in part with Title I funds. Schoolwide programs (SWP) are collected via the Michigan Electronic Grants System (MEGS).

### **Use**

These data are used for NCLB Title I reporting.

### **Citation**

NCLB, 20 USC 6315

### **SRSD/MSDS Reference**

Field 92: TAS Support Services

### **Specification**

List of values (choose from list)

<b>Code</b>	<b>Text</b>	<b>Description</b>
6021	Supporting Guidance/Counseling	A certified school counselor providing additional supplementary guidance and counseling to eligible students.
6022	Social Work, Outreach/Advocacy	A certified school social worker hired to provide one-on-one or small group supplementary support.
6023	Prevention Education	A supplementary support program approved in the Consolidated Application.
6024	Health	A school nurse hired to provide supplemental health services; does not include immunization, medication, or health checks.
6025	Dental	Only as all other resources are exhausted .
6026	Eye Care	Only as all other resources are exhausted.
6027	Pupil Transportation	Only for Title I program and services.
6028	Other	TAS service that does not fall within one of the other categories.

### **Instructions**

- Choose/enter the code that represents the support service the student receives.
- Errors will occur when anything other than one of the codes listed are submitted in this characteristic.
- This characteristic must be reported when the Title I TAS component is submitted and at least one occurrence of the characteristic TAS Instructional Services is not included.
- If the Title I TAS component is submitted and at least one occurrence of this characteristic is not included, a warning will occur.
- This characteristic may be submitted up to eight times (one per code) within the Title I TAS component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than eight.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when it is part of a required collection.

### **State Of Michigan Contact**

**Michigan Department of Education**

**Office of Field Services**

Jane Jacobs

517-373-4004

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**Appendix**

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## Appendix A: U.S. Postal Service Abbreviations

The following U.S. Postal Service abbreviations are from the United States Postal Service ([http://www.usps.com/ncsc/lookups/usps\\_abbreviations.htm](http://www.usps.com/ncsc/lookups/usps_abbreviations.htm)).

<u><b>Street Suffixes</b></u>					
Addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road)					
<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>
Alley	ALY	Causeway	CSWY	Estates	EST
Annex	ANX	Center	CTR	Expressway	EXPY
Arcade	ARC	Circle	CIR	Extension	EXT
Avenue	AVE	Cliffs	CLFS	Fall	FALL
Bayou	BYU	Club	CLB	Falls	FLS
Beach	BCH	Corner	COR	Ferry	FRY
Bend	BND	Corners	CORS	Field	FLD
Bluff	BLF	Course	CRSE	Fields	FLDS
Bottom	BTM	Court	CT	Flats	FLTS
Boulevard	BLVD	Courts	CTS	Ford	FRD
Branch	BR	Cove	CV	Forest	FRST
Bridge	BRG	Creek	CRK	Forge	FRG
Brook	BRK	Crescent	CRES	Fork	FRK
Burg	BG	Crossing	XING	Forks	FRKS
Bypass	BYP	Dale	DL	Fort	FT
Camp	CP	Dam	DM	Freeway	FWY
Canyon	CYN	Divide	DV	Gardens	GDNS
Cape	CPE	Drive	DR	Gateway	GTWY
Glen	GLN	Mills	MLS	Shoals	SHLS
Green	GRN	Mission	MSN	Shore	SHR
Grove	GRV	Mount	MT	Shores	SHRS
Harbor	HBR	Mountain	MTN	Spring	SPG
Haven	HVN	Neck	NCK	Springs	SPGS
Heights	HTS	Orchard	ORCH	Spur	SPUR
Highway	HWY	Oval	OVAL	Square	SQ
Hill	HL	Park	PARK	Station	STA
Hills	HLS	Parkway	PKWY	Stravenue	STRA
Hollow	HOLW	Pass	PASS	Stream	STRM
Inlet	INLT	Path	PATH	Street	ST
Island	IS	Pike	PIKE	Summit	SMT
Islands	ISS	Pines	PNES	Terrace	TER
Isle	ISLE	Place	PL	Trace	TRCE
Junction	JCT	Plain	PLN	Track	TRAK
Key	KY	Plains	PLNS	Traffic way	TRFY
Knolls	KNLS	Plaza	PLZ	Trail	TRL
Lake	LK	Point	PT	Trailer	TRLR

**Street Suffixes**

Addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road)

<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>
Lakes	LKS	Port	PRT	Tunnel	TUNL
Landing	LNDG	Prairie	PR	Turnpike	TPKE
Lane	LN	Radial	RADL	Union	UN
Light	LGT	Ranch	RNCH	Valley	VLY
Loaf	LF	Rapids	RPDS	Viaduct	VIA
Locks	LCKS	Rest	RST	View	VW
Lodge	LDG	Ridge	RDG	Village	VLG
Loop	LOOP	River	RIV	Ville	VL
Mall	MALL	Road	RD	Vista	VIS
Manor	MNR	Row	ROW	Walk	WALK
Meadows	MDWS	Run	RUN	Way	WAY
Mill	ML	Shoal	SHL	Wells	WLS

**Secondary Unit Designator**

Indicates the type of residential or commercial unit mail is sent to, such as APT (apartment), STE (suite) or TRLR (trailer).

<b>Secondary Unit Designator</b>	<b>Approved Abbreviation</b>
APARTMENT	APT
BASEMENT	BSMT *
BUILDING	BLDG
DEPARTMENT	DEPT
FLOOR	FL
FRONT	FRNT *
HANGAR	HNGR
LOBBY	LBBY *
LOT	LOT
LOWER	LOWR *
OFFICE	OFC *
PENTHOUSE	PH *
PIER	PIER
REAR	REAR *
ROOM	RM
SIDE	SIDE *
SLIP	SLIP
SPACE	SPC
STOP	STOP
SUITE	STE
TRAILER	TRLR
UNIT	UNIT
UPPER	UPPR *

\* Does not require secondary range number to follow

**State Abbreviations: Includes United States and other countries (not Canada)**

Full Name	Abbreviation
ALABAMA	AL
ALASKA	AK
AMERICAN SAMOA	AS
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DISTRICT OF COLUMBIA	DC
FEDERATED STATES OF MICRONESIA	FM
FLORIDA	FL
GEORGIA	GA
GUAM	GU
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARSHALL ISLANDS	MH
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NE
Full Name	Abbreviation

NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
NORTHERN MARIANA ISLANDS	MP
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PALAU	PW
PENNSYLVANIA	PA
PUERTO RICO	PR
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGIN ISLANDS	VI
VIRGINIA	VA
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI
WYOMING	WY

**Military "State" Abbreviations**

Full Name	Abbreviation
Armed Forces Africa	AE
Armed Forces Americas (except Canada)	AA
Armed Forces Canada	AE
Armed Forces Europe	AE
Armed Forces Middle East	AE
Armed Forces Pacific	AP

**Canadian Province Abbreviations**

Full Name	Abbreviation
Alberta	AB
British Columbia	BC
Manitoba	MB
New Brunswick	NB
Newfoundland and Labrador	NL
Nova Scotia	NS
Northwest Territories	NT
Nunavut	NU
Ontario	ON
Prince Edward Island	PE
Quebec	QC
Saskatchewan	SK
Yukon	YT

## **Appendix B: Michigan County Codes**

The following county codes have been assigned by the state of Michigan.

<b>Code</b>	<b>County</b>	<b>Code</b>	<b>County</b>	<b>Code</b>	<b>County</b>
01	Alcona	35	Iosco	69	Otsego
02	Alger	36	Iron	70	Ottawa
03	Allegan	37	Isabella	71	Presque Isle
04	Alpena	38	Jackson	72	Roscommon
05	Antrim	39	Kalamazoo	73	Saginaw
06	Arenac	40	Kalkaska	74	St. Clair
07	Baraga	41	Kent	75	St. Joseph
08	Barry	42	Keweenaw	76	Sanilac
09	Bay	43	Lake	77	Schoolcraft
10	Benzie	44	Lapeer	78	Shiawassee
11	Berrien	45	Leelanau	79	Tuscola
12	Branch	46	Lenawee	80	Van Buren
13	Calhoun	47	Livingston	81	Washtenaw
14	Cass	48	Luce	82	Wayne
15	Charlevoix	49	Mackinac	83	Wexford
16	Cheboygan	50	Macomb		
17	Chippewa	51	Manistee		
18	Clare	52	Marquette		
19	Clinton	53	Mason		
20	Crawford	54	Mecosta		
21	Delta	55	Menominee		
22	Dickinson	56	Midland		
23	Eaton	57	Missaukee		
24	Emmet	58	Monroe		
25	Genesee	59	Montcalm		
26	Gladwin	60	Montmorency		
27	Gogebic	61	Muskegon		
28	Grand Traverse	62	Newaygo		
29	Gratiot	63	Oakland		
30	Hillsdale	64	Oceana		
31	Houghton	65	Ogemaw		
32	Huron	66	Ontonagon		
33	Ingham	67	Osceola		
34	Ionia	68	Oscoda		

## **Appendix C: Michigan OSEP Summary Data Collection Form For 3 – 5 Year Olds**

## Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 2)

Date Assessment Completed (mm/dd/yy)

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- Collected at program ENTRY (i.e., 30 school days after placement)
- Collected at program EXIT (i.e., 30 school days prior to child leaving the program)

### Rating Scale Definitions

#### 1. Not Yet

Child does not yet show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a much younger child.

#### 2. Between Not Yet and Emerging

#### 3. Emerging

Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Functioning might be described as that of a younger child.

#### 4. Between Emerging and Somewhat

#### 5. Somewhat

Child shows functioning expected of a child his/her age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.

#### 6. Between Somewhat and Completely

Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about the child's functioning in this outcome area.

#### 7. Completely

Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

### Positive Social-Emotional Skills (Including Social Relations)

Examples: Relating with adults; Relating with other children; Following rules related to groups or interacting with others; Personal and Social Adjustment; and Contribution and Citizenship

- 1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

- Not Yet  
 Emerging  
 Somewhat  
 Completely

- 1b. Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?

Yes  
 No

7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23

### Acquiring and Using Knowledge and Skills

Examples: Thinking, reasoning, remembering, and problem-solving; Understanding symbols; Understanding the physical and social worlds; and Pre-Academic and Functional Literacy

- 2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

- Not Yet  
 Emerging  
 Somewhat  
 Completely

- 2b. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?

Yes  
 No

35  
36  
37  
38  
39  
40  
41

### Taking Appropriate Action to Meet Needs

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; Contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; Getting from place to place, mobility; Using tools, forks, strings attached to objects; Physical Health; and Responsibility and Independence

- 3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

- Not Yet  
 Emerging  
 Somewhat  
 Completely

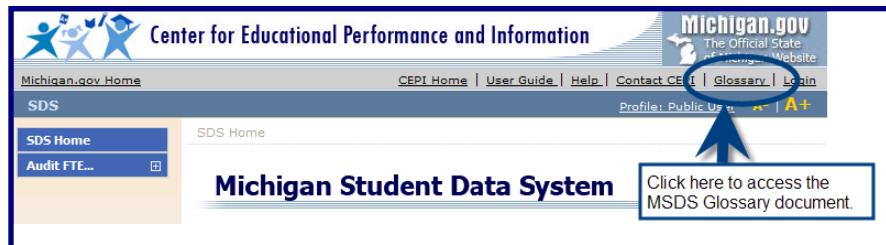
- 3b. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

Yes  
 No

56  
57  
58  
59  
60  
61  
62

## Definitions

This section provides the common definition for some of the terms referenced in this document. It is not intended to be inclusive of all system definitions. Please refer to the MSDS Glossary available through the application for additional information.



### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is a cornerstone of the federal *No Child Left Behind Act of 2001* (NCLB). In Michigan, AYP measures year-to-year student achievement by using the Michigan Education Assessment Program (MEAP) for elementary and middle schools and the Michigan Merit Examination (MME) for high schools. Other indicators, such as the number of students who participate in the assessments and the graduation rate for high schools, are also considered in the calculation. Access additional information through the MDE Web site or by clicking [here](#).

### Aggregate Data

Data that are reported in the aggregate are data for whole populations (for example, by district or by building). Data that are reported by specific subgroups of students such as gender, race and ethnicity, socioeconomic status, mobility, special education and disability, English as a second language (ESL) and advanced placement (AP), are sometimes noted as disaggregated data.

### Agreement Number

The agreement number (formerly referred to as the recipient code) is used by the Michigan Electronic Grant System (MEGS) and the Grants Coordination and School Support Office of the Michigan Department of Education. This number is stored in the Educational Entity Master (EEM) and is used in MSDS for entity identification when no entity code (district or building) is available.

### Application

A computer program or group of programs designed for end users. Software applications are also known as end-user programs and include database programs, word-processing programs and spreadsheets.

### Attachment

An attachment refers to a file that is embedded in an e-mail message.

## **Beta Test**

In software development, a beta test is the second phase of software testing, in which a sampling of the intended audience uses, or tests, the product. The first phase includes unit testing, component testing and system testing. Beta testing can be considered "pre-release testing."

## **Boolean**

In computer searches, the use of the word "AND" between two words or other values (for example, "pear AND apple") enables you to search for documents containing both of the words or values, not just one of them.

## **Browser**

A browser is a software program used to look at World Wide Web pages.

## **Building a Culture of Quality Data**

"There has been a growing awareness that effective teaching, efficient schools, and quality data are linked. A 'Culture of Quality Data' is the belief that good data are an integral part of teaching, learning and managing the school enterprise." National Forum on Education Statistics *Forum Guide to Building a Culture of Quality Data: A School and District Resource*. ([http://nces.ed.gov/forum/pub\\_2005801.asp](http://nces.ed.gov/forum/pub_2005801.asp))

## **Business Rules**

Business rules refer to validation and quality assurance requirements specific to a characteristic, similar to the "Programming Edits" section in the SRSD Data Field Descriptions. These rules are used to "error check" at both the file and record levels.

## **Carl D. Perkins Vocational and Technical Education Act**

The Carl D. Perkins Vocational and Technical Education Act aims to increase the quality of technical education within the United States in order to help the economy. For more information on the MDE Office of Career and Technical Education and Michigan's Perkins Federal Programs, please visit:

[http://www.michigan.gov/mde/programs\\_offices/octp](http://www.michigan.gov/mde/programs_offices/octp).

## **Center for Educational Performance and Information (CEPI)**

CEPI was created as an independent state agency by Executive Order 2000-9 in 2000, and was moved into the Office of the State Budget by Public Act 191 of 2001. CEPI collects, manages and reports data about K-12 public schools in Michigan.

## **Certificate of Eligibility (COE)**

The Michigan Department of Education is required to document every migrant child's eligibility for the Migrant Education Program on the national Certificate of Eligibility (COE) created by the U.S. Department of Education (ED). The COE serves as the official record of the MDE's eligibility determination for each individual child. Additional information about [MDE's Migrant Education Program](#) can be found on the MDE Web site.

## **Certification**

Certification is the process wherein a responsible authorized user reviews and approves data within a given collection, indicating that to the best of his/her knowledge the data are accurate and complete. This process includes an opportunity for the user to review data and/or summary reports. The act of "certifying" a collection officially submits the data on behalf of the superintendent/administrator to CEPI for that collection.

## **Character**

A character is defined as a printable symbol, generally one of a limited number including letters of the alphabet, numerals, and certain others such as the ampersand (&) and the "at sign" (@). There are several systems that encode characters. The most commonly used system for text files in personal computers is known as ASCII.

## **Character string**

As a computer programming term, a character string is a contiguous sequence of characters.

## **Characteristics**

In the SRSD, fields were used. The MSDS calls these data elements "characteristics." Many of these characteristics correspond to individual fields in the SRSD, but some are new.

## **Characteristic Label**

The name used within the XML schema to identify a data element. This name may also be used in data tables.

## **Characteristic Name**

The common name used to identify the characteristic. This may or may not be the same as the Characteristic Label.

## **Chart of Accounts (COA)**

The Chart of Accounts (COA) is a listing of standardized accounting codes and related definitions districts must use when reporting financial data in the Financial Information Database (FID). These codes are necessary to assure that financial data reported in the FID is consistent and comparable from district to district. A link to the COA is in the publications section of the Office of State Aid and School Finance on the MDE Web site, <http://www.michigan.gov/mde/>. The Chart of Accounts is also contained within the "Appendix - Definitions for Accounting Codes" located in the Michigan Public School Accounting Manual found under the Quick Links section of the [Financial Information Database](#) page of the CEPI Web site.

## **Child Nutrition Programs**

A group of programs offered through the United States Department of Agriculture Food and Nutrition Service (USDA FNS) providing children access to food, a healthful diet and nutrition education. Programs include (click the program name to access the applicable USDS FNS Web page):

- [National School Lunch Program](#)
- [School Breakfast Program](#)
- [Special Milk Program](#)

### **Citation**

This is the legal documentation supporting the requirement to collect a particular data element (characteristic).

### **Cohort**

A cohort is a group of individuals that have a statistical factor in common, for example, year of birth.

### **Common Core of Data (CCD)**

The CCD is a comprehensive national statistical database with identifying information, basic statistics and fiscal data on public elementary and secondary education. The data are submitted by each state agency and jurisdiction and published on the CCD Web site: <http://www.nces.ed.gov/ccd/>.

### **Component**

A component is a grouping of related characteristics. Collections are made up of one or more components. Components are consistent across collections, i.e., the Submitting Entity component is composed of the same characteristics in all collections. Collections may accept more than one occurrence of a specified component.

### **Consolidated State Performance Reports (CSPR)**

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). For more information, please visit the following Web site: <http://www.ed.gov/admins/lead/account/consolidated/index.html>.

### **Count Day**

*Taken from the Michigan Pupil Accounting Manual:* "The officially established day(s) used in determining pupil memberships (the number of full time equated pupils) reported for State school aid." Data reported for a collection with an associated count date are to reflect the students' status on that date. Not all collections have a count date. (See also "snapshot")

### **Data Type**

The data type describes what form of data is accepted for the characteristic. Please refer to the [MSDS Technical Support Document](#) on the CEPI MSDS Web page for more detailed definitions of each data type used.

### **Dependency**

Dependencies occur when a characteristic contains business rules that include a relationship with another characteristic or component. For example, when the characteristic contains a specific value, the related characteristic must contain a

corresponding value; or, if the characteristic contains a specific value, the record must also contain a specific component.

### **Direct Certification**

Each local education agency (LEA) must directly certify children who are members of households receiving assistance under the Food Stamp Program as eligible for free school meals, without further application, based on information provided in an electronic data file from the Department of Human Services (DHS).

### **Download**

Downloading is the act of transferring data from a remote system (such as MSDS) to a local computer.

### **e-Rate**

As a result of the Telecommunications Act of 1996, the Federal Communications Commission (FCC) adopted an Order on May 8, 1997, creating the e-Rate program to ensure that schools and libraries have affordable access to advanced telecommunications services. Under the program, discounts ranging from 20 percent to 90 percent on telecommunications services, Internet access, and internal connections are provided to eligible schools and libraries, subject to a \$2.25 billion annual cap. For official e-Rate guidance, visit the Schools and Libraries Division's (SLD) Web site at [www.slb.universalservice.org](http://www.slb.universalservice.org), or, for Michigan-specific information, visit the MDE Universal Service Fund (e-Rate) Web site by clicking [here](#) or by using the following URL [http://www.michigan.gov/mde/programs\\_offices/usf](http://www.michigan.gov/mde/programs_offices/usf)

### **Educational Entity Master (EEM)**

The Educational Entity Master (EEM) contains information regarding public and registered nonpublic educational entities, including official identification codes and contact information for Michigan's educational systems. Users may access the EEM at <http://www.michigan.gov/eem>.

### **English-Language Learners (ELLs) – See also Limited English Proficient (LEP)**

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support Web site for additional information.

[http://www.michigan.gov/mde/programs\\_offices/osi/academic\\_support](http://www.michigan.gov/mde/programs_offices/osi/academic_support)

### **Extensible Markup Language (XML)**

Extensible markup language (XML) is a simple, very flexible text format. XML was created to structure, store, and transport information.

### **Individualized Education Program (IEP)**

When a student is eligible for and needs specialized instruction, an Individual Education Program (IEP) plan is developed at an IEP Team meeting that includes parents, school personnel and others who might have input into the student's special education needs. It is a plan that spells out the special education services a child will receive based on the

results of the evaluation. The IEP Team develops goals as targets for the child to achieve and determines the instructional strategies needed so that the student can make progress in their educational program.

**Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) of 2004 requires all states to report information on each district's performance in meeting specific early intervention and special education targets outlined in a State Performance Plan (SPP).

**Integer**

An integer is a whole number (not a fractional number). It can be positive, negative, or zero.

**Intermediate School District (ISD)**

Intermediate School Districts (ISDs) as established under Part 7 of the Revised School Code.

**International Organization for Standardization (ISO)**

The ISO is an international, standard-setting body composed of representatives from various national standards organizations. The organization promulgates worldwide proprietary industrial and commercial standards.

**Limited English Proficient (LEP) – see also English Language Learners (ELLs)**

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support Web site for additional information.

[http://www.michigan.gov/mde/programs\\_offices/osi/academic\\_support](http://www.michigan.gov/mde/programs_offices/osi/academic_support)

**Local Education Agency (LEA)**

A local education agency (LEA) is a public school district (excludes charter school districts) as defined under 380.6 and as organized under MCL 380.11a (general powers school district) or under Part 6 (district of the first class).

**McKinney-Vento Homeless Assistance Act**

This is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the *No Child Left Behind Act* in January 2002.  
(<http://www.ed.gov/programs/homeless/guidance.pdf>)

**Michigan Administrative Rules for Special Education**

Michigan-legislated rules for compliance with IDEA regulations. More information can be accessed through the MDE Office of Special Education Early Intervention Services (OSE/EIS) at the following Web page:

[http://www.michigan.gov/mde/programs\\_offices/special\\_education/law\\_policy\\_planning/law/michigan+administrative+rules+for+special+education+\(april+2009\)](http://www.michigan.gov/mde/programs_offices/special_education/law_policy_planning/law/michigan+administrative+rules+for+special+education+(april+2009))

### **Michigan Compiled Laws (MCL)**

A bill passed by the Michigan House and Senate and approved by the Governor becomes either a public act which has general applicability or a local act (not discussed here) which affects a particular area of the state. Public acts of a general and permanent nature are compiled (i.e., codified) into a subject arrangement of statutory law. Each chapter covers one area of law, such as motor vehicles (chapter 257) or public health (chapter 333). Public acts dealing with appropriations are not compiled and neither are local acts. More information about Michigan Compiled Laws may be found on the Internet at <http://www.legislature.mi.gov>.

### **Michigan Department of Education (MDE)**

The Department of Education, under the direction of the superintendent of public instruction, carries out the policies of the State Board of Education. The Department implements federal and state legislative mandates in education. ([www.mi.gov/mde](http://www.mi.gov/mde))

### **Michigan School for the Deaf (MSD)**

The Michigan Department of Education's Michigan School for the Deaf provides *"academics and social excellence – rich in American sign language (ASL) and English literacy for all students from infancy to graduation, to be the leader in educating deaf and hard-of-hearing children in Michigan, and to provide services to their families and the community."* (<http://www.deaftartars.com/>)

### **Migrant Education Data System (MEDS)**

The Migrant Education Data System (MEDS) is an online system that collects information regarding migrant students in the state of Michigan. Initially, a MEDS file, with all of the students currently enrolled in that system, will be submitted to the MSDS. This will populate a user's first "To Do" list (list of items that require action by a user) in the MSDS. Student data will be entered and/or updated in the MSDS by users and automatically transferred to MEDS on a nightly basis. MEDS will then transmit data to the **Migrant Student Records Exchange Initiative** (MSIX) system as required.

### **Multi-valued**

Multi-valued refers to an item occurring more than one time. A characteristic can be multi-valued within a component. Components can be multi-valued within a collection.

### **National Center for Education Statistics (NCES)**

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education. (<http://www.nces.ed.gov/>)

### **No Child Left Behind Act of 2001 (NCLB)**

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. Proposed by former President Bush shortly after his inauguration, NCLB was signed into law on January 8, 2002. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and

flexibility, and an emphasis on doing what works based on scientific research. For more information, please see:

- [NCLB Miscellaneous](http://www.ed.gov/nclb/landing.jhtml?src=pb) E-mail updates, NCLB status and flexibility, a toolkit for teachers, a guide for parents, the Teacher-to-Teacher initiative and how NCLB is making a difference in your state. (<http://www.ed.gov/nclb/landing.jhtml?src=pb>)
- [NCLB Overview](http://www.ed.gov/nclb/overview/intro/4pillars.html) (<http://www.ed.gov/nclb/overview/intro/4pillars.html>)
- [NCLB Legislation, Regulations and Guidance](http://www.ed.gov/about/offices/list/oese/legislation.html)  
(<http://www.ed.gov/about/offices/list/oese/legislation.html>)
- [Adequate Yearly Progress](http://answers.ed.gov/cgi-bin/education.cgi/php/enduser/std_adp.php?)  
([http://answers.ed.gov/cgi-bin/education.cgi/php/enduser/std\\_adp.php?](http://answers.ed.gov/cgi-bin/education.cgi/php/enduser/std_adp.php?))

#### **Office of Career and Technical Education (OCTE)**

The Michigan Department of Education's Office of Career and Technical Education (OCTE) oversees high school instructional programs that teach students skills in a specific career cluster. Most programs offer early college credit opportunities to provide a seamless transition to postsecondary education. The mission of the office is to prepare students so they have the necessary academic, technical and work behavior skills to enter, compete and advance in education and their careers.  
([http://www.michigan.gov/mde/programs\\_offices/octp](http://www.michigan.gov/mde/programs_offices/octp))

#### **Office of Early Childhood Education and Family Services**

The Michigan Department of Education's Office of Early Childhood Education and Family Services supports initiatives to assure that our very young children have access to environments that are nurturing, facilitative and supportive of each child's individual interests and needs. Environments where responsive, authentic adult-child interactions are the standard sustain the aspiration that all children will become productive members of a democratic society. The Department of Education works collaboratively with other state initiatives, including the Early Childhood Investment Corporation. The Office of Early Childhood Education and Family Services also manages the Department of Education's efforts to provide after-school programs for school-age children. Information about the programs managed by the Office of Early Childhood Education and Family Services can be accessed through their Web site:

[http://www.michigan.gov/mde/programs\\_offices/early\\_childhood](http://www.michigan.gov/mde/programs_offices/early_childhood)

#### **Office of Educational Assessment & Accountability (OEAA)**

The Michigan Department of Education's Office of Educational Assessment & Accountability (OEAA) designs and manages statewide assessments that help Michigan educators determine what students know and what students are able to do at key checkpoints during their academic careers.

- Primary Assessments – Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME)
- Other Assessments – English Language Proficiency Assessment (ELPA), MEAP-Access, MI-Access, Secondary Credit Assessments

- This office also administers – Adequate Yearly Progress (AYP), *EducationYes!*, Michigan School Report Card, Michigan School Accreditation System (MI-SAS), National Assessment of Educational Progress (NAEP).

For more information, visit the OEAA Web site at:

[http://www.michigan.gov/mde/programs\\_offices/school\\_support](http://www.michigan.gov/mde/programs_offices/school_support)

### **Office of Education Improvement and Innovation (OEII)**

The Office of Education Improvement and Innovation promotes student learning and achievement by providing statewide leadership, guidance and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and continuous school improvement. The office provides administrative services for curriculum and instruction, school improvement, educational options, public school academies, high priority schools, high school reform, and educational technology. OEII areas of responsibility include:

- High School reform
- Curriculum and Instruction
- Public School Academies
- High Priority Schools
- School Improvement
- Educational Options (dual enrollment, alternative education, advanced placement, international baccalaureate)
- Educational Technology (competitive grants for Title II, Part D and other educational technology issues)

Additional information may be found on the MDE Web site:

[http://www.michigan.gov/mde/programs\\_offices/osi](http://www.michigan.gov/mde/programs_offices/osi)

### **Office of Field Services (OFS)**

The Michigan Department of Education's Office of Field Services (OFS) promotes academic achievement especially for those students most at risk of failing by providing leadership, guidance and support to educational professionals throughout Michigan. OFS utilizes school and district improvement planning tools as the foundation for supplementary state and federal funds to support innovation in teaching and education. We provide technical assistance, approval and monitoring of state programs (e.g. Section 31-A) and federal programs, such as Title I, Improving the Academic Achievement of the Disadvantaged. OFS areas of responsibility include:

- Title I, Part A (Improving basic programs)
- Title I Part C (Education of migratory children)
- Title I, Part D (Prevention and intervention for delinquent children and youth)
- Title II, Part A (Teacher and principal training and recruiting)

- Title II, Part D (Formula grants for technology)
- Title III (Language acquisition and English language learners)
- Title VI, Part B, Subpart 1 (Rural education achievement program)
- Title VI, Part B, Subpart 2 (Rural and low-income school program)
- Title X, Part C (McKinney-Vento homeless education assistance)
- State Section 31 – A (At-risk students)

Additional information may be found on the MDE website:

[http://www.michigan.gov/mde/programs\\_offices/osi/field\\_services](http://www.michigan.gov/mde/programs_offices/osi/field_services)

### **Office of Grants Coordination and School Support**

The Michigan Department of Education's Office of Grants Coordination and School Support covers a wide range of topics and programs, including school and summer meals; child- and adult-care food; free United States Department of Agriculture commodity food distribution; coordinated school health and safety; pupil transportation; educational technology (educational technology plans, technology literacy standards, and e-Rate); and grant procurement and distribution. To learn more, visit:  
[http://www.michigan.gov/mde/programs\\_offices/school\\_support](http://www.michigan.gov/mde/programs_offices/school_support).

### **Office of Special Education & Early Intervention Services (OSE/EIS)**

The Michigan Department of Education's Office of Special Education & Early Intervention Services (OSE-EIS) oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities. Early intervention services are coordinated for infants and toddlers (birth through age two) with disabilities and their families according to federal regulations and state standards. A free, appropriate public education is provided to eligible children and youths from birth through age 25, according to federal statute and regulations, state statute, administrative rules and standards. Visit the OSE/EIS Web page for more information: [http://www.michigan.gov/mde/programs\\_offices/special\\_education](http://www.michigan.gov/mde/programs_offices/special_education).

### **Office of Special Education Programs (OSEP)**

The United States Department of Education, Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities, ages birth through 21, by providing leadership and financial support to assist states and local districts. OSEP is an office within the Office of Special Education and Rehabilitative Services (OSERS). Visit the OSEP Web page for more information:  
<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

### **Office of Special Education and Rehabilitative Services (OSERS)**

The United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. In supporting *No Child Left Behind*, OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas:

- special education,

- vocational rehabilitation and
- research.

Visit the OSERS Web page for more information:

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

### **Office of State Aid and School Finance**

The Michigan Department of Education's Office of State Aid and School Finance is responsible for administering the State School Aid Act and distributing more than 11 billion dollars in state funds to public school districts across the state. In addition, this office provides guidance on issues of school finance and tax policy, public school district financial accounting, various financing mechanisms available to school districts, and information on pupil accounting statutes and rules. Finally, the office provides interpretation, analysis, and coordination of departmental activities related to the annual development of the State School Aid K-12 budget. Access its Web page at:

[http://www.michigan.gov/mde/programs\\_offices/state\\_aid](http://www.michigan.gov/mde/programs_offices/state_aid).

### **Office of the Superintendent**

The Michigan Department of Education's superintendent of public instruction is appointed by and responsible to the State Board of Education, which is elected at-large on a partisan basis. As the principal executive officer of the Department of Education, the superintendent holds positions in the governor's Cabinet and the State Administrative Board, and acts as chair and a non-voting member of the State Board of Education. The superintendent advises the Legislature on education policy and funding needs, as defined by the State Board of Education. The superintendent is responsible for the implementation of bills passed by the Legislature and policies established by the State Board of Education. The superintendent is a major spokesperson for education in the state. The superintendent also is the primary liaison to the United States Department of Education and other federal agencies, and provides efficient and effective management of the Department's considerable state and federal resources. For more information, visit the superintendent's Web page at:

[http://www.michigan.gov/mde/programs\\_offices/superintendent\\_office](http://www.michigan.gov/mde/programs_offices/superintendent_office).

### **Primary Education Providing Entity (PEPE)**

This is the primary education providing entity (PEPE) for a student and is used in assigning accountability for graduation cohort and Adequate Yearly Progress (AYP) determinations. For students reported by multiple districts, only the PEPE can update Personal Core characteristics.

### **Public School Academy (PSA)**

A public school academy (PSA) is a charter school district (excludes LEA districts) established under part 6a of the Revised School Code and can also include an urban high school academy established under part 6c, or a strict discipline academy established under sections 1311b to 1311l. [MCL 380.5(7)].

### **Pupil Accounting Manual**

School districts in the state are required to follow the generally accepted accounting principles for governmental entities, which are accounting rules used to prepare, present

and report financial statements. The [Michigan School Accounting Manual](http://www.michigan.gov/mde/programs_offices/state_aid/publications/pupil+accounting+manual) (Bulletin 1022) serves as a mandatory guide to the uniform classification and recording of accounting transactions for Michigan public school districts. This manual provides guidance for Michigan public school districts on pupil membership requirements and count procedures provided by the Office of State Aid and School Finance.

([http://www.michigan.gov/mde/programs\\_offices/state\\_aid/publications/pupil+accounting+manual](http://www.michigan.gov/mde/programs_offices/state_aid/publications/pupil+accounting+manual))

## **Quality Assurance**

Quality assurance refers to business rules applied at both the file and record levels during online data entry or during the quality review prior to certification.

## **Revised School Code**

*"AN ACT to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts." MCL 380.1 - 380.1853*

[http://www.legislature.mi.gov/\(S\(zldd0w451crpobr5guxombii\)\)/mileg.aspx?page=getObject&objectName=mcl-Act-451-of-1976](http://www.legislature.mi.gov/(S(zldd0w451crpobr5guxombii))/mileg.aspx?page=getObject&objectName=mcl-Act-451-of-1976)

## **Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)**

This NCES data handbook provides taxonomy for assigning standard codes to secondary school courses in 22 major subject areas. It also includes a content description for each course and instructions on how to use the taxonomy in coding courses. The handbook may be accessed through the NCES Web site or by clicking [here](#).

## **Snapshot**

A "picture" of the certified data for a given collection taken for reporting purposes; this may be associated with a point in time (count date) or a given range of time. Reporting examples:

- A report of all students enrolled on a given date (count date).
- A participation report showing the total number of students served from the start of the year through a selected date (range of time).

## **State Performance Plan (SPP)**

Evaluates the state's efforts to implement the requirements and purposes of IDEA and describes how the state will improve such implementation.

### **State School Aid Act of 1979 (School Aid Act)**

*"AN ACT to make appropriations to aid in the support of the public schools and the intermediate school districts of the state; to make appropriations for certain other purposes relating to education; to provide for the disbursement of the appropriations; to supplement the school aid fund by the levy and collection of certain taxes; to authorize the issuance of certain bonds and provide for the security of those bonds; to prescribe the powers and duties of certain state departments, the state board of education and certain other boards and officials; to create certain funds and provide for their expenditure; to prescribe penalties; and to repeal acts and parts of acts."*

(<http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf>)

### **Student Interoperability Framework (SIF)**

The Student Interoperability Framework (SIF) refers to a standardized system for reporting educational data being developed so that various data systems, such as state and federal, can "talk" to one another. A central feature is the use of common data elements with common names.

### **System Date**

The system date is the date recorded by the MSDS application at the time of file upload or online data entry.

### **System Expectation**

This section of the characteristic definition refers to the data requirements for the characteristic. Characteristics may have a status of "Required data," "Conditional," or "Optional."

- **Required data** – data must be reported; if the characteristic is not included as a part of each record in the file upload, the entire file will be rejected; if these data are missing from any records in the collection, certification of the file will be prevented.
- **Conditional** – data are required in specific situations only; data are not required for all students, only those to whom the characteristic is applicable.
- **Optional** – data that the MSDS system cannot determine when or for which students the data are required. Optional data must be reported when it is applicable for a given student. The responsible entity must determine when the situation requires the data to be submitted for a particular student record. When the data are reported, they must comply with any associated business rules.

### **Unbounded**

Unbounded is the term used in XML to show that a component or characteristic is not subject to limits related to the minimum or maximum number of occurrences by the file schema. However, there may be business rules enforced at the component or characteristic level which may restrict minimum or maximum occurrences. Check the component and characteristic sections of this document for details.

```
<xs:element name="ECPrograms" type="ECProgramsType" maxOccurs="unbounded" />
<xs:element name="HomelessDemographics" type="HomelessDemographicsType" minOccurs="0" />
```

## Unique Identification Code (UIC)

Each student is assigned a permanent, unique and secure number that moves with the student from grade to grade and school to school over the course of his or her academic career.

## UIC Resolution

UIC Resolution is the process of ensuring that each student is correctly associated with a particular UIC.

## UIC Resolver

The person in a district and/or entity assigned the responsibility to complete UIC Resolution for collections in the MSDS.

## United States Code

All laws enacted by the United States Congress are compiled into the United States Code (USC). The USC is divided into 50 titles by subject matter. Many subjects related to education are listed in USC Title 20, "Education," but may be found in other titles as well. Federal laws are cited by their popular name, followed by a reference to the USC. More information about the United States Code may be found on the Internet at <http://www.gpoaccess.gov/uscode/index.html>.

## Upload

Uploading is the act of transferring data from one computer/system to another computer/system.

## World Wide Web Consortium

The World Wide Web Consortium (W3C) develops interoperable technologies (specifications, guidelines, software and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication and collective understanding. (<http://www.w3.org/>)

## XML

See Extensible Markup Language.

**Note:** Some of the definitions listed have been adapted from various sources including *The American Heritage Dictionary, Third Edition*, and several online directories including: WhatIs.com; Geek.com Glossary; The Ultimate Computer Acronym Glossary; ConsumersReport.org; sifinfo.org; TechWeb.com (Tech Encyclopedia); Microsoft Computer Security and Privacy Glossary; Webopedia.com; W3C.com.

## **Table of Characteristics**

This table lists all active characteristics for the current school year in alphabetic order. The component in which the characteristic is collected is also shown. Characteristics will appear once for each component in which it is collected. (Most characteristics are only included in one component.)

**Updated Table Coming Soon**

## Version History

We have outlined the significant changes in each version of the MSDS Collection Details Manual for the current school year in the table below.

## Key

Type of Change	Definition
Clarification	Rewording or addition of text to improve understanding; this type of edit does not change the meaning or definition.
Removal	Deletion of part or all of text to indicate a change in the meaning or definition.
Addition	Addition of text to indicate a change in the meaning or definition, or new requirements to existing collections, components or characteristics.
New	Addition of a new characteristic, component or collection.

## **Changes from 2010-2011 school year**

## **2010-2011 Version History**